

# CAUT/ACPPU BULLETIN



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## Ottawa launches science policy consultations

Tim Stutt

Following a promise made last February the federal government is preparing to launch a series of public consultation meetings on a new national science and technology strategy.

In an Apr. 18 meeting with CAUT President Alan Andrews and Past-President Fred Wilson the government's main spokesperson for science, Jon Gerrard, said Industry Canada will be releasing a discussion paper on federal S&T policy this month. The Secretary of State (Science, Research and Development) stated the discussion paper will serve as a basis for the public consultation meetings to be held this summer.

This follows on the heels of the government's announcement in its 1994/95 budget that Industry Minister John Manley will be "putting forward a paper on science and technology clear-

ly stating the government's priorities" so that an "intense national dialogue leading to a new national science and technology strategy" can be held.

The science secretary told CAUT the meetings are scheduled to be held during July and August. Five regional meetings, each lasting one day, are planned. These meetings will be accompanied by a series of local meetings to be held on university campuses throughout Canada. Written submissions may also be made by the end of August.

Gerrard indicated the discussion paper will focus primarily on science matters that lie within federal jurisdiction but it will not raise questions, such as the funding for the infrastructure of university research by way of federal fiscal transfers under Established Programs Financing. Nor will it deal with the role the provinces play in supporting university research.

Nevertheless the science secretary told CAUT that these questions might well be raised during the public consultations. CAUT plans to take an active role in these consultations as soon as they begin.

(Tim Stutt is a Government Relations Officer at CAUT.) See Red book's flawed formula on page 2.



The Honourable Jan Gerrard  
Secretary of State  
(Science, Research and Development)

L'honorable Jan Gerrard  
Secrétaire d'État  
(Sciences, recherche et développement)

## Alberta presents its 'agenda for change'

Faculty associations negotiate, consider draft white paper

Alberta professors, pumelled by an 11 per cent cut-back in provincial funding for universities in 1994/95, seven per cent in 1995/96 and three per cent in 1996/97, and currently facing the difficult task of negotiating with their employers, have now been confronted in addition with an ominous draft white paper from the provincial government.

At the University of Calgary, close to 50 senior administrators agreed to a five per cent cut in total compensation effective April 1 and at the University of Alberta four vice-presidents accepted a similar cut, as of July 1.

Negotiations with faculty at

the universities are moving more slowly. Alan Meech, executive director of the Confederation of Alberta Faculty Associations (CAFA), said the discussions are "proceeding in an atmosphere as collegial as one could hope for in a budget conundrum of minus 11 per cent." He added that the universities' decisions to increase tuition by the maximum allowable 12 per cent will do little to mitigate the cuts.

At the time of writing, no agreements had been reached with faculty associations at the University of Calgary or the University of Alberta; however, a tentative agreement was reached at Athabasca University and was up for a vote on ratification.

Another development is a draft white paper, entitled *An Agenda for Change*, made public on Mar. 30 by the Ministry of Advanced Education and Career Development. The paper is an intermediate stage in the "Adult Learning: Access Through Innovation" initiative announced by Minister Jack Ady last fall.

"The paper proposes a bold, new vision for the renewal of the province's adult learning system to the year 2005... We are getting closer to defining a new future for adult learning and I am looking forward to the debate during round two of our public consultation," said Ady.

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## Politique scientifique : Ottawa tiendra des consultations

Tim Stutt

Pour donner suite à une promesse faite en février dernier, le gouvernement fédéral s'apprête à tenir des consultations publiques sur une nouvelle stratégie nationale en matière de science et de technologie.

Le 18 avril, à l'occasion d'une rencontre avec Alan Andrews, président de l'ACPPU, et de Fred Wilson, président sortant, Jon Gerrard, le principal porte-parole du gouvernement en matière de science, a déclaré que le ministère de l'Industrie rendrait public ce mois-ci un document de travail sur la politique fédérale en science et en technologie. Le secrétaire d'État aux sciences, à la recherche et au développement, a ajouté que ce document servirait à alimenter des consultations publiques qui se tiendront à l'été.

Cette initiative fait suite à l'annonce du gouvernement fédéral, à l'occasion du discours du budget de 1994-1995, selon laquelle le ministre de l'Industrie John Manley « publiera un document sur les sciences et la technologie qui énoncera clairement les priorités du gouvernement » de manière à développer « un dialogue intensif dans tout le pays, qui débouchera sur une nouvelle stratégie nationale en

matière de sciences et de technologies ».

Le secrétaire d'État a déclaré à l'ACPPU que cinq réunions de consultation d'une journée sont prévues en juillet et en août. Ces rencontres auront lieu conjointement avec des réunions locales dans les universités du pays. Il sera également possible de soumettre un mémoire d'ici la fin du mois d'août.

Selon M. Gerrard, le document de travail n'abordera pas la question du financement des infrastructures de la recherche universitaire au moyen des paiements de transfert au titre du Financement des programmes établis (FPE). Il ne traitera pas non plus du rôle des provinces dans le soutien de la recherche universitaire. Le secrétaire d'État aux sciences a mentionné que le document portera principalement sur les questions scientifiques relevant du gouvernement fédéral.

Il a néanmoins affirmé à l'ACPPU que ces questions seront probablement soulevées lors des consultations publiques. L'ACPPU prévoit jouer un rôle actif dans ces consultations dès qu'elles débiteront.

(Tim Stutt est un agent des relations avec les gouvernements de l'ACPPU.)

Negotiations with faculty at

## L'Alberta présente son programme «pour le changement»

Les associations de professeurs négocient et étudient le projet de livre blanc

Assommés par des réductions de 11 p. 100 des subventions provinciales versées aux universités en 1994-1995, de 7 p. 100 en 1995-1996 et de 3 p. 100 en 1996-1997, les professeurs de l'Alberta font en outre face à un inquiétant projet de livre blanc du gouvernement provincial. Par surcroît, les professeurs accomplissent présentement la difficile tâche de négocier avec leurs employeurs.

À l'Université de Calgary, près de 50 cadres supérieurs ont accepté des compressions de 5 p. 100 de la rémunération globale à compter du 1<sup>er</sup> avril et, à l'Université d'Alberta, quatre vice-recteurs ont accepté des compressions semblables entrant en vigueur le 1<sup>er</sup> juillet.

Les négociations avec les

professeurs d'universités se déroulent plus lentement. Alan Meech, directeur général de la Confederation of Alberta Faculty Associations (CAFA), a déclaré que les discussions se déroulaient dans un climat aussi collégial qu'il est possible d'espérer compte tenu des compressions budgétaires de 11 p. 100. Il a ajouté que la décision des universités de hausser les frais de scolarité jusqu'au maximum permis de 12 p. 100 n'était rien pour atténuer les coupures.

Au moment de la rédaction de ces lignes, aucune entente n'était encore intervenue avec les associations de professeurs de l'Université de Calgary ou de l'Université de l'Alberta. Un projet de règlement a toutefois été conclu à l'Université Athabasca et un vote de ratification est prévu.

Un fait nouveau à signaler

est le projet de livre blanc intitulé *Agenda for Change*, rendu public le 30 mars par le ministère de l'enseignement supérieur et du perfectionnement professionnel. Le document constitue l'étape intermédiaire du programme annoncé l'automne dernier par le ministre Jack Ady sur le thème «Adult Learning: Access Through Innovation».

Le document propose une nouvelle vision, une vision audacieuse du renouvellement de la formation des adultes dans la province qui s'étendra jusqu'en 2005. Selon le ministre Ady, la formation des adultes abordera bientôt un nouveau virage. Il attend avec impatience le débat qui aura lieu pendant la deuxième ronde des consultations publiques.

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## LETTERS / COURRIER

## Harassment drives students out, says retired professor

A recent conversation with my daughter who went off last fall to McMaster to begin her graduate program has caused me to question once again the competence and humanity of some university professors in Canada. My daughter has recently dropped out of the graduate program because of several incidents of harassment which she experienced.

In my final years of teaching at the University of Saskatchewan I listened carefully to students like my daughter who had experienced harassment brought on by the arrogance and insensitivity of faculty. In several cases these were not cases of open sexual harassment but of harassment based on arrogance and a traditional male assumption of academic superiority. These actions were not only instituted by male instructors but also female instructors who are seduced into the arrogance of the academy.

In discussing the matter with friends at several universities I find the problem is quite universal. There are a group of women students who fall through the cracks of feminist ideology. There are several categories of students who seem to be among those who are attacked in this manner. They may come from an upper middle class background, or be more attractive than other students, or highly creative and brilliant, or married, or mothers, etc. and thus are perceived by members of the academy as being unworthy of support and help given their privileged or assumed status.

For one reason or another they are the victims of discrimination and harassment within universities. They are forced to jump through more hoops than other students. They often are forced to produce a thesis on a topic which does not interest them or utilizing a methodology which is outdated but

traditional only because the advisor is rooted in this tradition.

In one case at the University of Saskatchewan I observed an MA student produce a thesis under great pressure and opposition from her advisor and committee which an outside internationally acclaimed scholar said after reading the thesis: "At any other university this thesis would immediately have been accepted as a PhD thesis."

My question to you and your readers is this: CAUT/ACPPU protects the rights of the faculty but

who protects the rights of students in Canadian universities in the 1990's? Do not answer the administration, or deans, or faculty committees because this simply does not adequately represent reality. The system is not working for a large group of very brilliant and competent young scholars who are being forced to drop out of graduate programs because of the arrogance of many professors.

Eugene D. Tate  
Emeritus Professor of Sociology  
University of Saskatchewan

## Framework needs better safeguards

About the ongoing debate on freedom of speech: Of course, it is morally and professionally right that faculty should have to give consideration to the feelings of the powerless. And the feelings of the powerful too, if the aim is a pedagogical relation that is successful precisely because it takes into account the intellectual, affective and social context of those being taught.

This need not imply perfect symmetry. My own commitment would be to exercise a 'preferential option' for those least able to share control of the institutions where they live and learn. And where these feelings and contexts are ignored or gratuitously dismissed or offended the charge of professional incompetence is appropriate.

But this upright point has almost nothing to do with the deserved criticisms of the Ontario framework on harassment and discrimination. This bizarre document elevates the feelings of students and others to the status of a primary criterion of acceptable speech in the university. No serious differentiations or definitions of speech are acknowledged. It says, in

effect, that if my ethnic, religious, or sexual sensibilities are offended by professional 'remarks and comments' then it is I who judge my learning environment to have been poisoned and the offending instructor to be culpable.

Such a policy of social regulation needs better safeguards than those provided by the proponents of this government framework. (Who and what defines 'significant nature'?) The presumptively offensive comments may not, in fact, be of such a nature as to justify my outrage. It may well be I who, for whatever historical or psychological reasons, am creating a negative scholarly atmosphere and stultifying the teaching and learning process.

By the way, I was perplexed how Thomas Storm (*Bulletin*, April 1994) could be so out of touch with the intellectual climate that in fact prevails at many universities. Then I noticed he is retired. That can be a blessing.

Antonio R. Gualtieri  
Religion  
Carleton University

## Red book's flawed formula

*It would be unwise for the Liberal government to ignore industrial, educational and public interests in devising a new science policy*

Here's how a lightbulb would be invented in Canada in 1994:

Federal science bureaucrats, schmoozing with lobbyists for the lamp-and-lantern industry, would identify an underutilized receptor capacity whose potential, if exploited, would strengthen the Canadian industrial base, enhance productivity and/or contribute to long-term economic growth.

A multidisciplinary, multisectoral partnership network would be assembled to link relevant industrial stakeholders with the appropriate personnel in world-class academic institutions who are conducting cutting-edge research on tungsten filaments.

At the conclusion of this coordinated, integrated and collaborative research effort, during which researchers are encouraged to consider the economic and social impact of their work, Canada's global competitiveness into the 21st century would have been enhanced.

In short, our future will shine brightly.

Whether we like it or not, whether it works or not, that's the way Canada's science policy is going: public and private-sector researchers will be one big, dedicated gang of thinkers and doers, happily united in pursuit of what the Liberal government calls a "national system of innovation."

Ever sincere in its faith in public consultation, the government has promised a discussion paper on science policy, followed by what it optimistically describes as an "intense national dialogue." So, by all means,

get involved; just don't be disappointed if nobody pays much attention.

After all, the government has already tipped its hand in the Liberal policy red book and the February budget.

For instance, the federal role in a national innovation system "is to work with the private sector to identify strategic opportunities for the future, then to redirect (the government's) existing resources towards the fulfilment of those opportunities."

That was the red book; the budget adds that in "tight fiscal circumstances, we must focus our (research and development) spending on areas where Canada has an advantage — areas where jobs can be created, where a clear market exists."

That sounds good and reasonable. But is it?

What happens if nobody dreams up a new lightbulb? Or if somebody does, what if there's nobody who really understands the characteristic properties of tungsten? Or, what if the lamp industry isn't interested because of the branch-plant mentality of management?

Maybe the industry is interested, but what if its production processes are hopelessly obsolete?

Science policy cannot exist in a vacuum. It must be developed and integrated with both educational and industrial policies.

And there's not time to lose. Even though industry's share of the country's R and D spending increased by one-tenth between

1984 and '92, Canada was mired in 10th place among OECD countries.

Worse, although respectable by international standards, the share contributed by federal and provincial governments to R and D dropped a precipitous 11 per cent over those Tory years.

The federal government, which spends \$6 billion a year on science and technology, seems to be leaning towards focusing its "national innovation system" on high-technology, health and the environment.

Undoubtedly, those will prove to be the right directions, both for Canada's needs and its inventive minds. But, as the government itself has acknowledged, Canadians need to buy into this long-term strategy.

For that, we need an honest, and authentic, dialogue.

(Reprinted with permission, Editorial, *The Ottawa Citizen*, April 9, 1994.)

## CAUT Meeting Schedule

Meeting	Date	Location
Academic Freedom & Tenure Committee	Jun. 3-4	Ottawa
Status of Women Committee	Jun. 3-4	Ottawa
The National Consortium of Scientific and Educational Societies	Jun. 9	Ottawa
CAUT Executive	Jun. 16-18	Ottawa

\* Ten working day deadline on any new items or cases to be added to the agenda.

## Calendrier des réunions de l'ACPPU

Réunion	Date	Lieu
Comité de la liberté universitaire et de la permanence d'emploi	3-4 juin	Ottawa
Comité du statut de la femme	3-4 juin	Ottawa
Le consortium national des sociétés scientifiques et pédagogiques	9 juin	Ottawa
Comité de direction de l'ACPPU	16-18 juin	Ottawa

\* Échéance de dix jours ouvrables pour l'ajout de nouveaux points au des nouvelles causes à l'ordre du jour.

## Comments? Questions?

Letters for publication are welcome. Maximum 300 words. Publication is at the sole discretion on CAUT. CAUT will not normally print letters about individual local grievances nor those which, in its judgment, are libellous or defamatory, are on subjects which are not within the purview of CAUT's activities, or have been sufficiently discussed by other letter writers.

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## Courrier des lecteurs

La rédaction invite les lecteurs à lui écrire. La longueur des textes est limitée à 300 mots. L'ACPPU se réserve le droit de choisir les lettres qui seront publiées. En règle générale, les lettres portant sur des griefs particuliers à l'échelle locale ne seront pas publiées ni celles que l'ACPPU estime diffamatoires ou dont le sujet dépasse le cadre des activités de l'ACPPU ou a été suffisamment débattu par d'autres correspondants.

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Alan Andrews

## EDITORIAL / ÉDITORIAL

## Charter is no substitute for proven protection of tenure

For decades tenure has been the rock on which academic freedom in Canadian universities has been based. Now there are voices saying tenure is no longer needed to protect the academic freedom of university faculty members. Instead, it is argued, the Canadian Charter of Rights and Freedoms affords the necessary protection.

Jack Kapica's *Globe and Mail* article (O), to have a job that lasts forever, Mar. 19) cited John Ralston Saul to this effect, Jack Granatstein says it's all he wants, and a recent draft white paper of the Alberta government on post-secondary education asserts that the guarantee of freedom of expression in the Charter is all that is needed to assure academic freedom.

But is this so? At present this is very much in doubt. In a decision in December 1990, the Supreme Court of Canada had some important things to say about universities and the Charter. The court was considering an appeal against mandatory retirement by academic staff in Ontario and British Columbia who hoped that the court would find that forcing them to retire at age 65 was discrimination on the basis of age, and thus a violation of the Charter. Their cases were dismissed.

In its decision the court found that the Charter did not apply to universities. "The Charter was not intended," the court wrote, "to cover activities by non-governmental entities created by government for

legally facilitating private individuals to do things of their own choosing."

The court went on to strengthen its view of the importance of the legal autonomy of universities: "Each is its own master with respect to the employment of professors. The government has no legal power to control them. Their legal autonomy is fully buttressed by their traditional position in society. Any attempt by government to influence university decisions, especially decisions regarding appointment, tenure and dismissal of academic staff, would be strenuously resisted by the universities on the basis that this would lead to breaches of academic freedom." Exactly.

Note that the Supreme Court underlined the connection between academic freedom and tenure which becomes particularly important given the ruling that the Charter did not apply to the universities. The court endorsed the earlier statement of the Ontario Court of Appeal: "The policy of tenure in university faculties is fundamental to the preservation of academic freedom." The Appeal Court pointed to the "rigorous assessment" that precedes the award of tenure. It then said: "Once tenure is granted, it provides a truly free and innovative learning and research environment. Faculty members can take unpopular positions without fear of loss of employment."

The Supreme Court itself stated:

"Tenure provides the necessary academic freedom to allow free and fearless search for knowledge and the propagation of ideas," and it suggested that faculty members "... must have a great measure of security of employment if they are to have the freedom necessary to the maintenance of academic excellence which is or should be the hallmark of a university." It also said that tenure "... undergirds the specific and necessary ambience of university life." The court could hardly be clearer.

The rights and freedoms that the Charter protects are essentially those that citizens have vis-à-vis the state. Thus it is the freedom from prosecution, or from silencing by some state action, that is at issue when Charter protection of free expression is claimed. That is why Malcolm Ross, the New Brunswick teacher, was able to invoke the Charter, because actions under provincial human rights codes are subject to the Charter. He might also have been able to invoke the Charter against discipline by his employer, a public school board, but this option would not be available to a university professor.

Given that the Supreme Court has held that the Charter does not apply to universities, and has furthermore endorsed both the institutional autonomy of universities and the appropriateness of tenure as the way to protect academic freedom, those who propound the Charter should think

again.

Furthermore tenure protects more than just free speech. Universities both teach and undertake research and scholarly work. If this were not so, their claim to be universities would be questionable. In this context faculty must be free to challenge prevailing opinions and ideologies. This is what makes academic freedom more than a shibboleth. It is essential that professors know they can indeed criticize, dissent, and provoke in their teaching, research and scholarship, and that they will not find themselves, as a result of doing so, denied employment or otherwise harassed.

Tenure in North America is, of course, grounded in contract and not in legislation. It is not surprising that faculty prefer the security of tenure contracts to the fickleness of government regulations or the grace and favour of boards of governors, many of whose members are appointed by the government.

Those who think tenure should be legislated away should recollect the examples of Italy under the fascists and Hitler's Germany when the state took control of universities and procured the dismissal of dissenting professors in the name of the new ideologies. If *The Globe and Mail* truly wants to preserve academic freedom, it should support the right to tenure. Better to have it and not need it than need it and not have it.

## La Charte ne remplace pas la protection de la permanence

La permanence est l'assise de la liberté universitaire au Canada depuis des dizaines d'années. Or, il se trouve que certaines personnes affirment que la permanence n'est plus nécessaire pour protéger la liberté universitaire des professeurs. Au contraire, on soutient que la *Charte canadienne des droits et libertés* offre la protection nécessaire.

Dans son article de l'édition du 19 mars du *Globe and Mail* et intitulé «O, to have a job that lasts forever», Jack Kapica reprend des propos de John Ralston Saul dans la même veine. Jack Granatstein dit qu'il ne veut rien de plus et le gouvernement albertain, dans son récent livre blanc sur l'enseignement postsecondaire, affirme que la garantie de la liberté d'expression prévue à la *Charte* est suffisante pour assurer la liberté universitaire.

Toutefois, en est-il vraiment ainsi? Permettons-nous d'en douter pour le moment. La Cour suprême, dans un jugement rendu en décembre 1990, a dit des choses importantes au sujet des universités et de la *Charte*. Il s'agissait d'un pourvoi contre un arrêt de la Cour d'appel portant sur la retraite obligatoire et interjeté par des professeurs de l'Ontario et de la Colombie-Britannique. Ces professeurs espéraient que la Cour conclue que la retraite obligatoire à 65 ans était une discrimination fondée sur l'âge et constituait donc une violation de la *Charte*. Ils ont perdu gain de cause.

Dans son jugement, la Cour a statué que la *Charte* ne s'appliquait pas aux universités. D'après la Cour, «La *Charte* n'avait pas pour but de s'appliquer aux activités des entités non gouvernementales créées par le

gouvernement pour aider légalement les particuliers à poursuivre les activités de leurs choix [...]».

La Cour a poursuivi sur le même ton pour renforcer sa position sur l'importance de l'autonomie légale des universités : «Quant à l'embauche des professeurs, elles sont maîtres chez elles. Légèrement, le gouvernement n'a donc aucun pouvoir de régir les universités [...]». L'autonomie en droit des universités est entièrement étayée par leur rôle traditionnel dans la société. Toute tentative du gouvernement d'influencer les décisions des universités, particulièrement celles qui concernent la nomination, la permanence et le renvoi de membres du personnel enseignant ferait l'objet d'une opposition acharnée de la part des universités puisque cela pourrait conduire à des violations de la liberté académique. C'est exactement cela.

Il importe de remarquer, toutefois, que la Cour suprême a souligné le lien entre la liberté universitaire et la permanence qui devient particulièrement important étant donné que la *Charte* ne s'applique pas aux universités. Su ce point, la Cour est du même avis que la Cour d'appel de l'Ontario : «La politique de la permanence des professeurs d'université est fondamentale à la préservation de la liberté académique.» La Cour d'appel a mentionné «l'évaluation rigoureuse» qui précède l'octroi de la permanence. Elle a déclaré : «Une fois accordée, la permanence offre un milieu d'apprentissage et de recherche libre et innovateur. Les membres du corps professoral peuvent défendre des idées impopulaires sans craindre de perdre leur emploi.»

La Cour suprême a elle-même déclaré : «La permanence procure la liberté académique nécessaire à la recherche du savoir et au rayonnement des idées en toute liberté» et a semblé indiquer que les professeurs «[...] doivent bénéficier d'une très grande sécurité d'emploi s'ils veulent avoir la liberté nécessaire pour maintenir l'excellence en matière d'enseignement qui est ou qui devrait être la marque distinctive d'une université.» Elle a ajouté que la permanence «[...] détermine l'ambiance particulière et essentielle de la vie universitaire». La Cour ne pouvait être on ne peut plus claire.

Les droits et libertés que la *Charte* protège sont essentiellement ceux des citoyens envers l'État. Par conséquent, la liberté de ne pas être persécuté ou de ne pas être réduit au silence par l'action gouvernementale est en jeu lorsque l'on revendique la protection de la liberté d'expression en vertu de la *Charte*. C'est ce qui a permis à Malcolm Ross, le professeur du Nouveau-Brunswick, d'invoquer la *Charte* parce que les actions en application des codes provinciaux des droits de la personne sont assujetties à la *Charte*. Il aurait peut-être pu invoquer la *Charte* parce que son employeur, une commission scolaire, lui avait imposé une sanction disciplinaire. Un professeur d'université n'aurait pas eu ce choix cependant.

Compte tenu du fait que la Cour suprême a statué que la *Charte* ne s'appliquait pas aux universités et qu'elle a de plus accepté l'autonomie institutionnelle des universités et la pertinence de la permanence comme moyen de protéger la liberté universitaire, ceux qui brandissent la *Charte* devraient y

penser à deux fois.

En outre, la permanence protège plus que la liberté d'expression. Les universités dispensent une formation et entreprennent de la recherche et des travaux intellectuels. Si ce n'était pas le cas, on mettrait en doute leur prétention d'être des universités. Dans ce contexte, les professeurs doivent être libres de contester les opinions et les idéologies dominantes. Voilà ce qui fait de la liberté universitaire davantage qu'un principe arbitraire. Il est essentiel que les professeurs puissent critiquer, faire dissidence et provoquer dans leur enseignement, dans la recherche et l'activité intellectuelle. Parce qu'ils agissent ainsi, il importe également qu'on ne leur refuse pas un emploi ou qu'on ne les harcèle pas.

Bien entendu, en Amérique du Nord, la permanence est garantie dans les contrats mais pas dans les lois. Il n'est donc pas surprenant que les professeurs préfèrent la sécurité des contrats permanents à l'inconstance des règlements gouvernementaux ou à la grâce et la faveur des conseils d'administration dont nombre de leurs membres sont nommés par le gouvernement.

Les tenants la permanence assujettie à une loi devraient se rappeler l'exemple de l'Italie sous Mussolini, ou de l'Allemagne sous Hitler, alors que l'état s'est emparé des universités et a licencié des professeurs dissidents au nom des nouvelles idéologies. Si le *Globe and Mail* souhaite réellement préserver la liberté universitaire, il devrait soutenir le droit à la permanence. Il vaut mieux l'avoir et ne pas en avoir besoin que le contraire.

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Tom Booth

## COLLECTIVE BARGAINING AND ECONOMIC BENEFITS

# Fiscal, political pressures threaten academy on all fronts

*PSE in general and the bargaining process in particular are under attack*

Faculty associations are currently bargaining in a milieu of extreme change within universities. There is immense fiscal and political pressure on post-secondary institutions and this is fuelling and driving the change. We are facing freezes, rollbacks and clawbacks, days without pay and budget cuts.

On the political front we have been subjected to calls for accountability. Reports of commissions, reviews, social contracts, surveys, task forces and papers of various colours grace our desks and shelves.

Scholarship has been dissected into teaching and research and it is suggested that it is possible, and preferable, to offer quality education simply by teaching. The scale has tipped to present universities as institutions delivering information rather than advancing knowledge.

Words and phrases like access, amalgamation, articulation, attrition, autonomy, competitiveness, deep and shallow cuts, downsizing, excision flexibility, horizontal and vertical cuts, maximization, output criteria, privatization, program performance, quality measures, rationalization, reintegration, reorganization, restructuring, survey, and transferability are part of the every day vocabulary heard in the academy.

Within institutions, the response to these pressures has been to draft mission statements designed to serve as partial "bench marks," initiate "staff development" as a means of improving "performance," move to enhance the workplace and study environment thereby achieving higher levels of service, and examine the feasibility of using individual, program and institutional performance indicators.

Such drafting, initiation, enhancement and examination are conducted in the quest for accountability. Meanwhile, workloads and class sizes have increased, compensation for service performed

has been frozen or reduced and the concepts of contract expiration and contract termination have been introduced to the milieu.

Contract expiration and termination has intensified conflict already arising from the fiscal and political pressures on and within universities, as has legislative tampering with free collective bargaining.

There seems to be, within certain strongly influential sectors of the academy, an entrenched attitude that collective agreements are not applicable to the university and that they only interfere with those who wish to affect change within the institution or "system."

Collective agreements in universities were born out of the need to protect and ensure academic freedom, inclusiveness and due process, and are even more necessary in the current climate.

What can happen when collective agreements are either non-existent or very weak?

In Brazil, the Federal University System is composed of slightly more than 30 institutions and employs approximately 50,000 professors. The average yearly salary of a professor is one-fifth to one-quarter that of a professor in our jurisdiction.

Recently, the federal government suspended payment of inflationary raises to its university employees for a period of time that resulted in a significant diminution of effective salary. In several instances negotiations failed to produce a settlement and salary lost to inflation has yet to be recouped.

Over the past year, strikes have occurred on various campuses. In some institutions faculty have gone on strike as many as three times in the year. Although the strikes have resulted in closing the institutions, faculty have returned to resume teaching without settlements or back-to-work

agreements.

Salaries remain low, professional and institutional prestige are threatened, negotiations are stalled and the cooperation and coordination required to build and maintain solidarity are lacking. In other words, bargaining and collective action have been ineffectual.

A closer look at the situation in Brazil reveals several interesting facts. Collective bargaining occurs in an arena where faculty need not be members of the local. Therefore, individual rights are placed ahead of collective rights. Individual locals may be quite politicized which can result in reduced and fractured memberships. Because of other federal labour laws, collective agreements are restricted and what they do contain is currently under legislative attack.

There are two national groups, the Syndicate of Public Workers and the Association of Federal Teachers vying for membership. The syndicate and association are composed of individual members rather than constituent locals. Individuals may or may not elect to be members of one or the other of the national organizations.

In some states, where there are strong statewide syndicates, university professors chose to be members of the state organization and not members of the national. All of this results in weak local and national collectives, ineffectual collective bargaining and weak collective agreements. Without strong collective agreements there is no effective conflict resolution mechanism over the broad range of issues confronting universities everywhere.

Clearly the model of Brazil is one to be avoided if we are going to maintain a quality university system in Canada. Resolution of conflict is essential if our attention is to be focused on addressing the changes which are going on in our institutional environments and in the academy in general. In many instances, conflict resolution represents a

collective and cooperative means of dealing with changing conditions.

It is not enough to simply fight to maintain funding to post-secondary education... we need solidarity. Therefore, we need to maintain strong locals and a strong national organization.

What constitutes strong locals and a strong national organization? Strength implies solidarity through adaptability, consensus, consultation, cooperation, coordination, and creativity. Each of these attributes is a function of the continuum of collective bargaining.

Local associations must have a strong commitment to collective bargaining and capacity to employ all of the thrusts of collective bargaining. Support of these local thrusts must be provided by the national organization through a well organized collective bargaining service.

In the national association it is essential that a firm and lasting commitment be made to collective action.

Strength also emanates from internal and external communication. In this time of change it is crucial that the solidarity developed through enhanced commitment and capacity to collectively bargain be augmented by coalition building and development of consortia.

Coalitions and consortia promote open dialogue between members of the local and with administrators, politicians and the public. Used as lobbying instruments, they can be effective in addressing institutional change. Also, solidarity and understanding of some of the principles of collective bargaining are advanced as participants in coalitions and consortia employ equality, consultation, cooperation, coordination, inclusiveness and tolerance in carrying out the activities of the group.

Among association members and all members of the university community, expansion of the collective bargaining continuum to include coalition building and consortium building translates to increased communication, solidarity founded in strong support of the programs and service provided by the institution and creativity through inclusiveness and collegiality. Coalition and consortia participants assume ownership of public relations, conflict resolution and planned rather than imposed change.

Principles of coalition apply to locals and the national organization. Perhaps the view should be advanced that locals and the national are, in part, coalitions. The national and its constituent local associations function in a milieu of equality, inclusiveness, cooperation and coordination. Diligent maintenance of these functional component parts is required for successful and proactive coalition. Such maintenance demands strong commitment by each and every local to the operation and preservation of their particular coalition and the national coalition.

In change and conflict it is critical that collective action emanate from positions of strength. Effective, informed and coordinated collective bargaining and strong collective agreements are the twins of positioned strength. We must be partners in change and not victims of change.

(Tom Booth is a member of the CAUT Collective Bargaining Cooperative Executive Committee, and President of The Manitoba Organization of Faculty Associations).

## Reform at UBC

### *A lesson in co-operation*

Can local faculty associations and CAUT work together in a proactive way to reform ineffective or unjust local procedures? The answer is yes if the will is there. A good example is to be found at the University of British Columbia.

UBC had a special bargaining plan involving a recognition agreement and a number of other agreements setting out the terms and conditions of employment of faculty, librarians and others. These procedures were cumbersome, unjust and encumbered by local procedural rulings that made it difficult in a grievance for the final tribunal to judge the substance of the matter at issue.

The UBC Faculty Association discussed with CAUT ways of remedying this situation. Negotiations on the existing Framework Agreement and Agreement on Conditions of Appointment had been underway for two years.

In March 1992 the UBC faculty association appointed a two-person investigating committee composed of Prof. David Mullan, an eminent law professor at Queen's University, and Donald Savage, the executive director of CAUT. CAUT paid the expenses and salary costs of the executive director.

In preparing their report, the Committee of Inquiry examined documentation, held four days of hearings in Vancouver, interviewed 26 witnesses and received seven written submissions from others. Consultation took place with the faculty association, members and former members of the Personnel Services Committee, the Senior Appointments Committee, the Appeal Board, grievors, lawyers and other interested faculty members. The senior administration refused to participate.

The committee's extensive report which gave chapter and verse on the malfunctioning of the UBC procedures called for either drastic reforms of the existing agreements, which it listed in detail, or the substitution of binding arbitration for significant parts of them. It also reviewed the UBC policies on conflict of interest, human rights, scholarly misconduct, and sexual harassment.

The report was widely publicized both by the faculty association and CAUT. The association prepared and distributed three documents on the findings and recommendations and CAUT ran a front page story in the *Bulletin*.

After the Mullan/Savage report was issued, changes were successfully nego-

tiated and both sides came to an agreement in June of last year. The changes include:

- access to arbitration to resolve grievances, especially concerning reappointments, tenure and promotion;
- fairer definition of procedures leading to promotion and/or tenure decisions;
- suspension, dismissal and disciplinary measures subject to arbitration;
- introduction of a flexible pre-tenure period of up to seven years;
- removal of the unanimity rule in salary arbitration;
- possibility of negotiating rules for early termination agreements; and
- extension of the scope of bargaining for sessional lecturers and for part-time faculty who work at least 50 per cent of the time.

CAUT has done two similar reports for the faculty association at the University of Waterloo.

When asked by local associations, the legal and collective bargaining staff at CAUT also review bargaining proposals and existing articles in collective agreements, special plans and university by-laws that impinge on the terms and conditions of employment of academic staff.

— This page has been supplied by the CAUT Collective Bargaining Cooperative. —



# STATUS OF WOMEN STATUT DE LA FEMME

## Part-time colleagues need full-time faculty support

Dayna Daniels

**P**art-time. Sessional. Term. Contract. Whatever nomenclature is used for this category of faculty, on most of our campuses these colleagues are underpaid, have no benefits, get no increments or credit for years of service, and generally have no job protections. In fact, some administrations may actively try to reduce the number of full-time faculty and hire part-time replacements because of the lower "costs."

Out of a sample of 33 CAUT member associations, part-time faculty are included or may apply for membership in 22 of the bargaining units. On a number of other campuses, CUEW locals represent part-time faculty members. Generally, there is insufficient representation for these colleagues.

Part-time teachers comprise approximately 40 per cent of all university faculty in Canada. As reported in the recent CAUT Status of Women supplement to the *Bulletin*, there are more women employed as part-time teachers than as full-time faculty.

Ulrike Walker teaches on contract for the Department of English at Acadia University. The following excerpts are from a letter she wrote describing her circumstances as a part-time faculty member:

"When I first decided to declare my dissatisfaction with my position, I discovered that I have no voice with [the faculty association]. As a contract worker I do not have access to the bargaining procedures available to permanent faculty members. Although I realize that members of the association are sympathetic to the plight of part-time faculty, the fact still remains that our present position...is a scandal.

"Until now, I have accepted contract work because of the tacit apprenticeship system that is still part of the structure of the academic community. Unfortunately, we are now serving apprenticeships for jobs that no longer exist. Because of financial constraints, the university is reducing the number of faculty positions and has more reason than ever to exploit cheap labour.

"I think that such exploitation can only be an unsatisfactory, short-term solution to the university's problems. Departments cannot expect allegiance

from a contract worker who is underpaid, without job security and is hired, more often than not, at the last minute."

Vanessa Kelly, Chair (National Affairs) for the Canadian Union of Educational Workers, writes:

"CUEW/SCITE has a long standing commitment to employment and educational equity. Nationally we have a comprehensive political action policy and several of our locals have made progress in forcing their employers to recognize the need for equitable hiring and promotion practices."

A 'cost effective' (i.e. badly paid) and more 'flexible' (i.e. disposable) workforce has grown slowly but substantially as part-time and contract instructors are used to replace tenured faculty, she says. They will, however, remain ghettoized. The simple fact is that the jobs being created in the current funding climate are marginal, low wage, insecure, provide no support for research activities and have no or few benefits.

The very valuable contributions part-time and contract faculty make to the universities, as instructors and more importantly instructors with diverse experiences and backgrounds, will go unrecognized in any concrete sense. We must force employers to examine hiring practices and recognize where the systemic barriers to employment equity lie and work with us to eliminate them.

It is clear from these comments that part-time faculty and those who represent them are very concerned with the quality of education that is provided by all faculty members. If the commitment to excellence and to the university demonstrated by our part-time faculty colleagues is diminished, so will be the quality of offerings across all disciplines.

The Status of Women Committee applauds those faculty associations which include part-time faculty in their membership. But we, as members of faculty associations, must examine the work these colleagues do and then question why so many of our associations do not provide membership, protection and fair representation to all of our colleagues.

(Dayna Daniels is chairperson of the CAUT Status of Women Committee.)

## Les collègues à temps partiel ont besoin de l'appui des professeurs à temps plein

Dayna Daniels

**T**emps partiel, chargés de cours, temporaires, contractuels, peu importe la terminologie utilisée, les professeurs de cette catégorie sont sous-payés, ne jouissent d'aucun avantage, n'ont droit à aucune augmentation d'échelon pour leurs années de services et, généralement, n'ont aucune protection. Nos collègues font face à cette situation dans la plupart des universités. De fait, il se peut que certaines administrations tentent activement de réduire le nombre de professeurs à temps plein en les remplaçant par des professeurs à temps partiel parce que cela coûte moins cher ainsi.

Sur un échantillon de 33 associations membres de l'ACPPU, les professeurs à temps partiel font partie de 22 des unités de négociation ou peuvent demander à y adhérer. Dans un certain nombre d'universités, des sections locales du Syndicat canadien des travailleuses et travailleurs d'éducation (SCITE) représentent des professeurs à temps partiel. En règle générale, ils sont insuffisamment représentés.

Les professeurs à temps partiel comptent environ pour 40 p. 100 de tous les professeurs d'université au Canada. Comme il était souligné dans le supplément du Comité du statut de la femme de l'ACPPU, publié dans le numéro d'avril du *Bulletin*, il y a au Canada plus de femmes enseignant à temps partiel qu'à temps plein.

Ulrike Walker est à contrat au département d'anglais de l'Université Acadia. Voici un extrait de sa lettre, dans laquelle elle décrit sa situation de professeure à temps partiel :

"[traduction] Lorsque j'ai décidé de manifester l'insatisfaction que j'éprouvais face à ma situation, j'ai découvert que l'association de professeurs ne pouvait me défendre. À titre de contractuelle, je ne peux recourir aux procédures de négociation dont disposent les professeurs permanents. Bien que je sois consciente de la sympathie des membres de l'association pour le sort des professeurs à temps partiel, il demeure que notre situation actuelle est... scandaleuse.

"J'ai accepté jusqu'à ce jour un travail contractuel à cause du système d'apprentissage tacite qui fait encore partie intégrante de la collectivité universitaire. Malheureusement, nous offrons un apprentissage pour des emplois qui n'existent plus. L'université, pour des motifs financiers, réduit le nombre de postes de professeurs et a plus que jamais des raisons d'exploiter une main-d'œuvre à bon marché.

"Je pense que ce genre d'exploitation ne peut être qu'une solution insatisfaisante et immédiate aux problèmes de l'université. Les départements ne peuvent s'attendre à ce que des contractuels

sous-payés, sans sécurité d'emploi et, plus souvent qu'autrement, embauchés à la dernière minute, leur soient fidèles."

Vanessa Kelly, présidente (affaires nationales) du SCITE, fait le commentaire suivant :

"Le SCITE se consacre depuis longtemps à l'équité en matière d'emploi et d'éducation. À l'échelle nationale, notre action politique est complète. Plusieurs de nos sections locales réussissent progressivement à obliger leurs employeurs à reconnaître le besoin de pratiques d'embauchage et de promotion équitables."

Elle ajoute qu'une main-d'œuvre «rentable», c'est-à-dire mal payée, et plus «souple», c'est-à-dire disponible, s'est créée lentement. Elle est devenue de plus en plus nombreuse à mesure que des professeurs à temps partiel et contractuels sont engagés pour remplacer des professeurs permanents. Cette main-d'œuvre, toutefois, demeurera isolée parce que les emplois créés dans le climat actuel de compressions budgétaires sont marginaux, faiblement rémunérés, incertains. Ils n'offrent aucun soutien pour les activités de recherche ni d'avantages sociaux, ou si peu.

Le précieux apport des professeurs à temps partiel et contractuels aux universités en tant qu'enseignants et, à plus forte raison en tant qu'enseignants ayant un bagage d'expériences diverses, ne sera pas reconnu concrètement. Nous devons obliger les employeurs à se pencher sur les pratiques d'embauchage et à identifier les obstacles systémiques à l'équité en matière d'emploi. Nous devons collaborer avec eux pour lever ces obstacles.

Ces commentaires révèlent que les professeurs à temps partiel et les personnes qui les représentent sont très préoccupés de la qualité de l'enseignement que tous les professeurs dispensent. Nos collègues à temps partiel ont prouvé qu'ils avaient à cœur de dispenser un enseignement excellent et qu'ils étaient dévoués à l'université. Si ce dévouement est diminué, il en ira de même de la qualité de l'enseignement dans toutes les disciplines.

Le Comité du statut de la femme félicite les associations de professeurs qui accueillent les professeurs à temps partiel parmi leurs membres. Toutefois, en tant que membres d'associations de professeurs, nous devons examiner le travail de ces collègues, puis nous demander pourquoi tant d'associations n'admettent pas tous nos collègues ni ne leur offrent de la protection et une représentation équitable.

(Dayna Daniels est la présidente du Comité du statut de la femme de l'ACPPU.)

## TAX FAX

Robertson  
& Hill  
Chartered Accountants

To: CAUT Members  
From: Steven Dyck

## Professional advice needed for trusts

In February we began to consider taxation issues arising upon death. One common vehicle for planning is the trust for which rules are so complex that they will always require professional involvement. However, in general terms a will can create a "testamentary trust," for the benefit of a surviving spouse, provided a) the spouse receives all of the trust income arising before his/her death, and b) until his/her death, no one but the spouse can receive or use trust income or capital. Also, the property must vest in the trust within 36 months after the taxpayer's death.

If these conditions are met, property moves over to the trust at cost — i.e. no capital gains are triggered, although for assets transferred upon deaths occurring before the last budget, or for assets like qualifying small business shares still eligible for the exemption, it may be useful to waive this rule and trigger the capital gain now, rather than upon the survivor spouse's death.

Apart from spousal trusts, capital property enters the trust at fair market value. Then the trust earns income on the property but can deduct payments of income to beneficiaries — thus acting as a tax-free conduit, and allowing trust income to be split, and in many cases taxed at lower rates. The trust can deduct from its income any earnings — not only distributions, but accumulating income — for which a "preferred beneficiary election" is made.

The preferred beneficiary must be a Canadian-resident beneficiary, and either the settlor of the trust or his/her spouse, or former spouse, or child, grandchild or great grandchild (or spouse of same). That income is then taxed in the beneficiary's hands. This gives greater scope to a taxpayer planning how he can project his wishes with respect to his heirs even after his death, and is thus an important estate-planning vehicle.

(Steven Dyck, C.A., is senior manager with Robertson & Hill, chartered accountants in Ottawa. Readers of this article should note that the material presented herein is expressed in general terms. The particular circumstances of any individual's tax situation must also be taken into account. Accordingly, we suggest that no action be taken solely on the basis of the information provided herein and that in many cases professional advice should be obtained.)

## Retiring this year?

CAUT has established a special membership classification for retired members to maintain a formal affiliation at a reduced fee. The annual fee for such membership for the 1994-95 fiscal year is \$10.00 (from July 1/94 - June 30/95). Please write to CAUT, 2675 Queensview Drive, Ottawa, ON K2B 8K2; fax: (613) 820-7244.

## Vous prenez votre retraite? Cette année?

L'ACPPU a créé une catégorie de membre particulière pour les professeurs à la retraite dans le but de leur permettre à la fois de maintenir leur adhésion et de verser une cotisation réduite. La cotisation annuelle de cette catégorie de membres pour l'exercice financier 1994-1995 est de 10,00 \$ (du 1er juillet 1994 au 30 juin 1995). Veuillez communiquer avec ACPPU, 2675, promenade Queensview, Ottawa (ON) K2B 8K2; télécopieur: (613) 820-7244.





J. Mark Langdon

## PROVINCIAL ROUNDUP

### PSE funding crunch has provincial governments scrambling

Ontario imposes 20 per cent tuition hike; B.C. boosts operating budget by 3.4 per cent

Ontario university students have received the bad news from Education and Training Minister Dave Cooke — an increase in tuition fees of more than 20 per cent over the next two years. Cooke made the announcement on Mar. 23 and defended it as essential to prevent enrolment cuts at the province's overburdened universities.

The government also made a change in the student loan program. Previously, students were permitted to write off loans of over \$5,570 per year but as part of Cooke's announcement, this was raised to \$6,000.

Representatives of student associations were disappointed. Jason Hunt, spokesperson for the Ontario section of the Canadian Federation of Students, said the tuition increase of slightly more than \$200 in each of the next two years could force some students to discontinue their education.

He said the government "has failed to recognize that students are hurt by the very same things that are affecting the rest of society" and indicated that students' debt loads will be increased and accessibility reduced.

Peter George, president of the Council of Ontario Universities, saw the

announcement as "a compromise solution ... (which) acknowledged the significance of our revenue crunch and has made the best possible resolution of our fiscal difficulty, given the circumstances."

However, Emily Carasco, vice-president of the Ontario Confederation of University Faculty Associations (OCUFA), countered that raising tuition fees contradicts the government's commitment to an access and equity agenda.

"Education is a right — not a privilege for those wealthy enough to afford it," she said. "The government's record on promoting accessibility is appalling. During its mandate this government has eliminated grants for students and increased tuition fees by over 42 per cent."

#### 3.4 per cent funding hike as part of B.C. budget

As part of the Mar. 22 British Columbia budget the post-secondary system will receive an additional \$34 million in operating grants — an increase of 3.4 per cent. However, the actual distribution of those grants was not announced.

It is expected that much of the money will go to the new University of Northern British Columbia for 1,200 to 1,400 spaces and to Vancouver

Community College for its reorganization, including creation of a new college from Langara Campus.

A new skills and training initiative is the second major component in the budget with about \$200 million allocated for two years. But again, no details were provided. It is expected most of the money will go to new community learning centres which displaced workers can visit for evaluation and training. Funds will likely be brokered to training facilities primarily in the college system.

A \$1 million innovation fund is also expected. Such a fund was announced last year by previous minister Tom Perry but was simply rolled into general funds for universities.

Minister of Skills, Training and Labour Dan Miller has written to each university's president indicating that while the government has removed the 10 per cent cap on tuition, if tuition is raised more than the rate of inflation (about 3.5 per cent), he expects some justification to be provided and internal student aid programs to be similarly adjusted upward.

Although the budget contains no direct cuts to post-secondary education funding, inflation continues to erode the funding and the proportion

of post-secondary spending to total government spending has declined over the past several years.

Geoff Herring, president of CUFA B.C., had mixed views about the announcements: "Given the pressures on government, we appreciate any increase in university funding. The budget contains some measures for increasing access to post-secondary education but it does not address the crying need for post-secondary education in this province. We estimate that the government would need to create an additional 16,000 spaces to bring B.C.'s university participation rate to the national average."

With respect to the skills and training initiative, he added: "While the importance of skills training cannot be denied, the question remains, are we simply training for jobs that will disappear? To put too great an emphasis on skills training will short change students and leave them with obsolete skills and insufficient education to respond to the changing needs of the workplace."

"In the transition from a resource-based to a knowledge-based economy the universities are essential. By continuing to give a low priority to the universities, the Harcourt government is impeding B.C.'s ability to participate in the new economy."

#### U of T provost's restructuring paper unacceptable to faculty association president

A white paper circulated by University of Toronto Provost Adel Sedra warns faculty that job losses are possible as a part of the university's proposed restructuring plans. The document, entitled *Planning for 2000: A Provostial White Paper on University Objectives*, was co-written by Sedra and Vice Provost Carolyn Tuohy.

The paper, the culmination of four previous reports on enrolment balance, tri-campus planning, the administration of progress through the ranks (PTR) and the health sciences, received a chilly reception from Faculty Association President Bill Graham.

Some of the major recommendations in the report include: increasing spending on electronic library technology; increasing the number of non-Toronto residents at the university; the creation of direct entry doctorates, which allow master's students to move directly into doctoral programs, with advanced standing; the elimination of all programs which fail to meet a "threshold of acceptability," which may involve a ranking among the top third of such programs when compared to other universities; the possible elimination of the three-year bachelor's degree; relatively equal participation of all professors in teaching and

research; the use of electronic technology to permit larger classes.

The document calls for a base-budget reduction of 8.9 per cent from 1994 to 2000, a move that Professor Paul Thompson, principal of Scarborough College, says would lead to "devastation." However, Professor Ray Cummins of Erindale College, chair of academic policy and programs, said the document is "surprisingly hopeful in the face of the dismal budget conditions facing the university."

In a two-page open letter to his colleagues, on Mar. 15, Professor Graham expressed grave concerns about the proposal.

"The most sweeping restructuring exercise in the university's history is to be accomplished in a few short months i.e., with a speed that precludes serious reflection and sound academic judgement by faculty members and librarians," he said. "This is wrong ... Rather than planning our future in a responsibly collegial manner, we are expected to comply with the overall objectives and to implement the strategies ordered by a powerful central management."

Graham questioned the pedagogical appropriateness of criteria suggested for program and employee evaluation, noting the white paper sets up a series of business-oriented performance measures to monitor 'productivity' 'minimum standards' and a 'threshold of acceptability' for programs.

"The driving forces are efficiency, economy and control. Budget allocations in the future will be made on the basis of productivity curves and performance indicators," he said.

"The white paper misrepresents our PTR scheme. It defines a 'minimum standard' of performance as 'doing one's job' and it says that 'doing one's job as a faculty member should lead to a PTR award of zero.' This is wrong."

"Although your PTR award is based on merit, if you are doing your job you deserve to be rewarded according to whether your performance is above average, average, or below. Zero PTR represents failure to do your job, not failure to do it excellently."

He added that the document also misrepresents the university's policy on research and study leaves by suggesting professors must prove that they deserve a leave rather than the actual policy, that the administration must prove that professors do not deserve a leave.

(J. Mark Langdon is a doctoral student in political studies and a monthly columnist for the Bulletin.)

### Alberta presents its 'agenda for change'

continued from page 1

Language in the document states that "new funding, based on access and performance outcomes will be in place by 1996/97." Some think this means that in four years time funding could be based on the number of graduates produced

and the rate at which they are employed.

Currently, college programs with a default rate of more than 35 per cent on student loans are being cut and some fear this approach might also be taken with respect to university programs.

A second concern about the document involves its conception of academic freedom. The document says this should be consistent with the Canadian Charter of Rights and Freedoms, which some interpret to mean it should be taken out of collective agreements.

The paper also discusses the need to "adjust the legislative framework for labour relations." This and other comments in the document suggest that programs could, in future, be eliminated without provisions for notice and transfer of faculty.

Finally, the paper states that private institutions should be allowed degree granting status if they meet certain criteria, thereby permitting their students to utilize the provincial student loan program. The willingness to encourage private universities has created concerns about the government's commitment to the public university system.

Meech stated that CAFA has not yet taken an official position on the various provisions in the document. The confederation is currently examining the paper and will prepare a formal response.

See *Three steps to destroying Alberta's universities* — page 14.



Symposium national organisé par la  
Fédération canadienne des sciences  
sociales

lors du Congrès des sociétés savantes  
La violence : une responsabilité collective

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Toutes et tous sont invités et il n'y a pas de frais d'inscription.

Renseignements : Suzanne Dagenais au (613) 238-6112.

A National Symposium organized by the  
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Violence: A Collective Responsibility

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The Symposium is open to all, and there is no fee to attend.

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# States may be making a healthy profit on their public colleges and universities

By Barry Bluestone

That state governments subsidize their public institutions on higher education is perhaps the most universally accepted and unquestioned assumption in all of public finance. Yet, startling as it may seem, this assumption may be dead wrong. The subsidy may actually run the other way — from the university to the public treasury.

At least in Massachusetts, the state government, far from subsidizing its main urban campus, is actually making a healthy profit on every dollar it invests in it. This conclusion is drawn from a new study that uses an innovative methodology to measure the fiscal impact of the University of Massachusetts at Boston on the public balance sheet of the Commonwealth. The essential elements of the method can be applied to virtually any state college or university in the nation.

For more than two decades, economists have used what might be called the "traditional model" for measuring the economic impact of a college or university on its regional economy. Although the actual calculations are a bit complicated, the model is generally straightforward. First, the total expenditures by the college or university and the total direct spending of its employees, students, and campus visitors are estimated. A local "multiplier" then is applied to that total. The multiplier takes into account the additional, indirect business volume generated as a result of the total direct spending. The resulting dollar amount is referred to as the institution's "total economic impact."

There is nothing implicitly wrong with this approach. But it is important to recognize what the dollars measured by this method represent and what assumptions are built into its calculations.

First, the final dollar amount generated by this type of analysis usually overestimates the impact of a given educational institution by counting a number of income flows as being generated by the college or university that, in fact, would exist even if the institution did not — for example, the cost of room and board, haircuts, and movie tickets for in-state students.

Even more important, however, the traditional methodology underestimates the dollar value of higher education by treating the college or university simply as an "export" base or "tourist" industry, and not as an investment instrument. Accordingly, dollars spent by employees, students, and visitors are handled as dollars that come into the local community as though the university were selling exports or entertaining tourists who stay for a short period of time, spend money, and then depart. This, indeed, is a fair representation of many institutions — particularly those in the private sector — that bring in students from outside the local community, educate them, and then see

them return to their places of origin or move on to new locations just when they are ready to enter the labor market.

However, for colleges that educate workers who generally remain in the communities where they complete their schooling, this method misses altogether the single largest source of economic value associated with the university or college. The new method captures the increment in earning power of college-educated students, calculates the added income and sales taxes paid as a result of their higher earnings, and compares this with the state's cost of "subsidizing" those students.

It turns out that for the University of Massachusetts at Boston, for example — with its high enrollment of state residents and low out-migration rates — the value of added income and sales taxes paid into state coffers is nearly 1.6 times as large as the state's investment in the university. Put simply, for every \$1 the state spends on its main urban campus, it gets back \$1.57 in additional income and sales taxes. That's a pretty good reverse subsidy.

The methodology used to produce this estimate departs markedly from the traditional analysis. In simplified form, it can be explained as follows:

First, the model uses regional U.S. Census data to calculate the average expected increment in lifetime earnings of students who pursue postsecondary education, as opposed to the earnings of people who do not.

Second, it measures the added state income and sales taxes generated as a result of the additional earnings of college students who remain in-state after leaving the university.

Third, it estimates the net difference between the total state subsidy to the university and the total tax revenue generated by the additional earnings of graduates and other students remaining in-state.

Finally, it adds in the "export" income flowing through the university in the form of grants, contracts, and tuition, fees, and incidental expenses paid by non-resident students.

Each of the steps in the model requires substantial detailed estimation to develop reasonably precise measures of the benefits and costs of the state subsidy. But having done this and having used extremely conservative

assumptions about the increment in earnings — and rather liberal assumptions about the size of the state subsidy — I obtained striking results.

The fall 1991 entering class at the University of Massachusetts at Boston was studied in depth. Counting the state general appropriation to the university, special state appropriations, and depreciation on buildings and equipment, the state was estimated to be spending \$4,331 per student annually.

From the retention and attrition data compiled by the university, the average number of years spent at the institution turns out to be just over three (3.06). Hence the total state subsidy for the average fall 1991 entering student during his or her stay at the university was estimated to be \$13,253.

How does this compare with the added income and sales-tax revenue paid by these students once they leave the institution? Averaging calculations for various types of students (e.g., undergraduates, graduate students, dropouts, and men versus women), one can estimate a total figure for the entire fall 1991 class.

Using a set of "lifetime earnings increments" generated from U.S. Census data (shown in the table below), I found, for example, that the average male college graduate would earn over his lifetime close to \$1-million more than a male high-school graduate. Among women, the college degree adds nearly \$690,000. The lifetime earnings increment for other types of postsecondary students ranges from about \$250,000 to over a million dollars for men who complete the master's degree.

Based on these lifetime increments in earnings, and excluding the 11 per cent of undergraduates and 18 per cent of graduate students expected to move from the state after they leave the university, I calculated that the average expected addition in income and sales-tax revenues paid by a member of the fall 1991 entering class would be \$20,832. The total increase in tax revenue from the 1991 class is estimated to be nearly \$53.6-million.

In contrast, the total state subsidy to this entering class is a projected \$34.1-million. Thus, for every \$1 the state spends on the university, it will receive \$1.57 in return. The state gains nearly \$20-million for each annual entering

class — a subsidy in reverse.

What interest rate would the state have to earn on a treasury or corporate bond or on a mutual fund to receive a return equivalent to what it earns on its investment in the university? The answer is 8.9 per cent. This is significantly higher than the Lehman Brothers current long-term treasury bond rate (7.4 per cent) or the Merrill Lynch average corporate bond rate (7.7 per cent). It is three times the yield on short-term certificates of deposit and approaches the annual average return on the Fidelity Magellan fund over the past three years. Virtually any private business or bank would be more than satisfied with such a return on investment.

Using more conservative assumptions (for example, somewhat lower projected college-generated earnings and therefore lower tax revenue) or more liberal assumptions (for example, a higher state "multiplier" to account for added income of other state residents due to the additional spending by former students) does not change the results very much.

The total revenue stream varies from \$47.2-million to \$59.8-million, producing investment rates of return from 8.4 to 9.4 per cent. In anybody's book, that range represents a profitable investment. Thus, if the state had no interest other than earning a direct return on its investment of tax dollars, investment analysts would have to rate the university a blue-chip property.

If the added money that the university attracts through grants and contracts and tuition from out-of-state students is added, the university brings an additional \$34-million a year to the state, yielding additional state income and sales-tax revenue of \$2.7-million.

The precise rate of return of other public universities and colleges to their state coffers no doubt will vary depending on the level of state subsidy, the gender composition of the student body (since women still earn less than men with comparable education), the student-attrition rate, the ratio of undergraduates to graduate students, and the proportion of students remaining in-state after leaving college. But given the robust results for the University of Massachusetts at Boston, it is reasonable to believe that over all, using this very narrow, financial calculation of self-interest, public higher education is an extraordinary investment for state government.

(Barry Bluestone is professor of political economy and senior fellow at the John W. McCormack Institute of Public Affairs at the University of Massachusetts at Boston. For a copy of "UMass-Boston: An Economic Impact Analysis," contact Walter Littel, Office of the Chancellor, University of Massachusetts at Boston, 100 Morrissey Boulevard, Boston, Mass. 02125-3393.)

(Reprinted with the authors permission from *The Chronicle of Higher Education* of October 6, 1993.)

## Additional Lifetime Income Due to Postsecondary Education

	Master's degree v. college graduate	College graduate v. some college	College graduate v. high-school graduate	Some college v. high-school graduate
Men ...	\$1,039,815	\$741,973	\$989,150	\$247,176
Women ...	389,421	387,272	687,784	300,512

Source: Analysis of U.S. Census, March 1988 "Current Population Survey."

## L'Alberta présente son programme

suite de la page 1

D'après le document, de nouveaux fonds seront injectés en 1996-1997, fondés sur les résultats de l'accès et du rendement. Certains croient que, dans quatre ans, le financement sera fonction du nombre de diplômés produits et de la vitesse à laquelle ils se trouveront du travail.

À l'heure actuelle, des programmes dispensés dans les collèges et présentant un taux de plus de 35 p. 100 d'étudiants

ne remboursant pas leurs prêts d'études sont supprimés. Certains craignent que les programmes universitaires subissent aussi ce genre de mesure.

Le document soulève une deuxième préoccupation à savoir la conception qu'ont ses auteurs de la liberté universitaire. On y lit que ce principe devrait être conforme à la *Charte canadienne des droits et libertés*. Pour certains, cela signifie que la liberté

universitaire ne devrait plus être inscrite dans les conventions collectives.

Le document aborde également le besoin de modifier le cadre législatif des relations de travail, ce qui laisse entendre que des programmes pourraient à l'avenir être éliminés sans que ne soient prévues de préavis ou de mutation de professeurs.

Enfin, les auteurs du document déclarent que les établissements privés devraient

avoir le droit de conférer des grades s'ils respectent certains critères. Leurs étudiants seraient ainsi admissibles au programme provincial de prêts d'études. Face à cette volonté d'encourager les universités privées, certains s'interrogent sur l'engagement du gouvernement envers le système universitaire public.

M. Meech a déclaré que la CAFA n'avait pas encore de position officielle sur les diverses dispositions du

document. La confédération examine présentement le document et rédigerait une réponse officielle.

Voir *Tribune Libre* à la page 14.

### EXACT ANALYSIS by M. Basti

Please see the exhibit at the CWS Summer Meeting 1994, June 11-13, University of Alberta.





Susan Gray

## NEWS FROM QUEBEC

### Education minister's comments draw angry response

While the Quebec education minister's new plan for teacher training has been received quite positively, recent comments he made concerning existing programs have elicited some very angry reactions.

The plan proposes a significant change in approach: the addition of one year to university teacher training programs with a concomitant increase in the number of practice teaching hours, up to 700 from 115. Quebec will now require four years of university training, which brings it more into line with the other provinces. (Direct comparisons are difficult because Quebec is the only province with a CEGEP system.)

The plan resulted from consultations with universities and school commissions. Positive reactions have been forthcoming from the Fédération québécoise des directeurs et directrices d'établissements d'enseignement and the Fédération des commissions scolaires du Québec.

Many academics, however, have taken issue with the minister's criticism of existing teacher training programs. According to *Le Devoir*, the heads of four education faculties were upset with the fact that Jacques Chagnon, the new education minister, is giving universities "a last chance" to rethink teacher training, which he finds too theoretical at present.

One of the universities which reacted to the minister's statement was the Université de Sherbrooke. Not only did the education dean speak out in protest, but a team made up of faculty administrators made suggestions to the minister himself during a meeting in early April.

Yves Lenoir, Sherbrooke's vice-dean (graduate studies and research) was a member of the team which visited Chagnon. For Dr. Lenoir, reprimands such as the minister's are not appropriate in an educational setting.

"A demagogical approach might work with the general public, but it can also have negative effects," he said, by way of comment on the minister's criticisms.

However, Dr. Lenoir said the minister "nuanced his (earlier) statements a great deal" during the meeting. Chagnon also indicated he might consider a commission of inquiry into education, something suggested by the administrators. The commission would look at the entire educational system beginning at the primary level and would take into consideration at least the next 30 years instead of doing things "on a piecemeal basis, as they're being done now."

Donald Burgess is another academic who thinks the minister erred in issuing an ultimatum. While Dr. Burgess, an education professor and a member of the MAUT (McGill Association of University Teachers) council, would expect a new minister to "make one or two mistakes," he maintains that "people in his position shouldn't make those types of gaffes."

Teacher training is currently Chagnon's biggest priority. The sector has remained static for the last 15 to 20 years but education faculties have begun reforms which are still ongoing.

#### Budget estimates

In March the provincial government announced its budget estimates for 1994/95. The money allotted for college education and for the university and scientific sector has increased — in the first case, by \$25.3 million, in the second, by \$114.7 million.

Of the increases in the college budget, \$25 million will go towards funding increased enrolment. In the scientific and university sector approximately the same amount will go towards greater university enrolment. More than \$100 million was also made available to the latter sector due to an administrative change in the method of allocating grants.

The total estimate for the CEGEP budget is \$1.3 billion. The total university/scientific budget is \$1.8 billion.

#### Struggle to save St-Jean continues

At the time of writing, it appeared likely that the Collège militaire royal St-Jean would be preserved, albeit not necessarily as a military institution.

At the beginning of March, both Prime Minister Chrétien and Defence Minister Collenette made it clear the federal government did not intend to keep running the college as a military institution. Still, the government said it was willing to examine different alternatives, including maintaining St-Jean as a non-military school.

The provincial government favours two options: preserving the military vocation of the college and having an institution with both a military and a civilian mandate.

Premier Johnson has formed a special committee, headed by Claude Castonguay (former senator and co-chair of the Special Joint Committee on the Constitution), which will help the education minister develop a proposal regarding the second option.

The latest position of the college's suggests a dual-purpose campus. In their brief to the Castonguay committee the academics proposed a college which would incorporate two years of military training equivalent to two years of CEGEP and a three-year university program in either international security and cooperation or in technology.

Charles David, a spokesperson for the professors, believes the civilian option is the most likely, as he says the military option would take considerably more planning.

Both UQAM and the Université de Sherbrooke have expressed interest in taking over and transforming the college.

#### CEGEP reform on the hot seat

The latest complaints concerning the CEGEP reform have to do with the text concerning the new core courses, which professors received in January.

The beginning of March was the deadline for submitting outlines for the new courses, slated to be offered in the fall. Many academics, however, were confused by the government text. According to *Le Devoir*, there is even talk of giving old courses under new names in order to avoid the problem of dealing with the guidelines.

One of the difficulties with the government text has to do with the issue of standards. Professors are struggling to make sense of the standards for each course. Many also think they are much too low.

Recently, at least three directors-general of Quebec colleges rallied to the prevailing professorial point of view. The CEGEPS in Shawinigan, Trois-Rivières and Lévis-Lauzon requested additional time from the education department in order to implement the CEGEP reform.

But Chagnon didn't succumb to the pressure. "It may not be perfect," he stated, "but by September, we will have made satisfactory progress vis à vis the courses to be given (at that point)."

(Susan Gray is a freelance journalist and translator who lives in Montreal.)

## NOUVELLES BRÈVES DU QUÉBEC

### Réactions de colère aux commentaires du ministre de l'Éducation

Susan Gray

Si le nouveau plan pour la formation des maîtres du ministre de l'éducation du Québec a été reçu de façon assez positive, ses propos sur les programmes existants ont suscité des réactions outrées.

Le plan propose une approche qui diffère considérablement de la précédente : l'ajout d'une année supplémentaire aux programmes universitaires de formation des maîtres aux universités, en accordant 700 heures de stage au lieu de 115 heures. Dans une certaine mesure, ce changement rapprocherait davantage les exigences universitaires du Québec — quatre années d'étude — de celles des autres provinces. (À cause des CEGEPS, les comparaisons directes entre les provinces sont difficiles.)

Le ministre Chagnon a élaboré son nouveau plan en s'appuyant sur des consultations auprès des universités et des commissions scolaires. Une fois le plan établi, il a reçu l'assentiment de la Fédération québécoise des directeurs et directrices d'établissements d'enseignement et de la Fédération des commissions scolaires du Québec.

Mais plusieurs universitaires ont engagé une controverse avec le ministre à propos de ses critiques du système actuel de formation des maîtres. Selon *Le Devoir*, les responsables de quatre facultés universitaires n'ont pas aimé le fait que M. Chagnon veuille «donner une dernière chance» aux universités pour remanier la formation des maîtres, qu'il trouve trop théorique.

La direction de la faculté de l'éducation de l'Université de Sherbrooke était parmi celles qui ont réagi. Non seulement le doyen s'est-il plaint publiquement, mais une équipe de la direction de la faculté a fait des suggestions au ministre lui-même au cours d'une rencontre au début d'avril.

Yves Lenoir, le vice-doyen aux études avancées et à la recherche de la faculté, faisait partie de la délégation qui a rencontré le ministre. Il déclare : «Nous, en éducation, on pense qu'un processus d'éducation n'est pas un processus où on tape sur la tête des personnes» dit-il. «Un discours démagogique a peut-être du succès auprès de la population, cependant il peut avoir des impacts néfastes».

Au cours de la rencontre avec le ministre, «Il a beaucoup nuancé ses propos», de dire M. Lenoir, indiquant que le ministre a même déclaré qu'éventuellement, il pourrait y avoir une commission d'enquête, comme a suggéré l'équipe. Cette commission examinerait le système éducatif en commençant par le primaire, et en prenant en considération au moins les trois prochaines décennies, au lieu de faire les choses «à la pièce, (comme elles se font actuellement)».

Donald Burgess, professeur en éducation et membre du conseil de la McGill Association of University Teachers (MAUT) est du même avis que les quatre administrateurs concernant l'ultimatum du ministre. «Parce que c'est un nouveau ministre, on peut s'attendre à ce qu'il commette une ou deux erreurs, mais une personne dans un poste d'autorité comme le sien ne devrait pas faire ce type de gaffes».

M. Chagnon a fait de la formation des maîtres sa plus grande priorité. Cette formation n'a pas subi de changements depuis 15 à 20 ans, mais le secteur lui-même a amorcé des réformes qui sont toujours en cours.

#### Crédits budgétaires

En mars, le gouvernement provincial a rendu publics ses crédits budgétaires pour 1994-1995. Les allocations pour l'enseignement collégial et pour le secteur universitaire et scientifique ont augmenté; dans le premier cas, de 25,3 millions de dollars et dans le deuxième, de 114,7 millions de dollars.

Les augmentations budgétaires au niveau collégial comprennent la somme de 25 millions de dollars qui servira à financer les inscriptions accrues. Dans le secteur universitaire et scientifique, on a octroyé à peu près les mêmes fonds aux mêmes fins, et on a accordé davantage, plus de cent millions de dollars, à cause d'un changement administratif dans la méthode d'allocation des bourses.

Le budget total des CEGEPS serait de 1 370 millions de dollars. Celui des affaires universitaires et scientifiques serait de 1 809 millions de dollars.

#### Pression continue dans le dossier St-Jean

À l'heure actuelle, il semble que la solution la plus probable pour le Collège militaire royal St-Jean soit de le préserver, mais pas nécessairement comme institution militaire.

Au début de mars, le premier ministre Chrétien et le ministre de la Défense David Collenette ont déclaré l'intention ferme du gouvernement fédéral de ne pas préserver la vocation militaire du collège. Néanmoins, le gouvernement s'est montré ouvert à l'examen de certaines solutions, dont son maintien comme école civile.

La position du gouvernement provincial est double : d'un part, il prône le maintien du collège tel quel, et d'autre part, il souhaite préserver au moins une institution ayant des mandats militaires et civils.

Le premier ministre Johnson a formé un comité spécial, présidé par Claude Castonguay (ancien sénateur et coprésident du Comité mixte sur le renouvellement du Canada), qui aidera le ministre de l'Éducation à élaborer une proposition sur la deuxième option.

La dernière position des professeurs du Collège militaire propose aussi un campus avec deux vocations. Dans leur mémoire au comité Castonguay, les professeurs ont proposé d'y faire deux ans d'entraînement militaire bilingue, équivalent aux deux premières années du CEGEP, ainsi que d'instaurer un programme universitaire de trois ans en sécurité et coopération internationales ou en technologie.

Charles David, le représentant des professeurs, pense que l'option civile est plus probable que son équivalent militaire car ce dernier nécessiterait beaucoup plus de réflexion.

L'UQAM et l'Université de Sherbrooke se sont déjà montrées intéressées à gérer et à transformer le collège.

#### La réforme des CEGEPS toujours sur la sellette

Les dernières récriminations concernant la réforme des CEGEPS visent le texte qui porte sur le nouveau programme de formation générale, communiqué aux professeurs en janvier.

Les professeurs devaient remettre au début de mars leurs plans de cours liés au nouveau programme; les nouveaux cours sont prévus pour l'automne. Mais les plaintes ont été nombreuses parmi les professeurs quant au manque de précision du texte ministériel. Selon *Le Devoir*, on parle même de donner les anciens cours sous un nouveau nom, pour se donner moins de problème.

Les normes du nouveau programme provenant du ministère soulèvent d'importantes difficultés. Les professeurs ne comprennent pas comment mesurer les normes pour chaque cours — de plus, plusieurs qualifient les exigences de ridiculement basses.

Récemment, au moins trois directeurs généraux d'institutions collégiales ont soutenu le point de vue des enseignants. Les CEGEPS de Shawinigan, de Trois-Rivières et de Lévis-Lauzon ont demandé au ministre du temps supplémentaire pour mettre les changements en oeuvre.

Mais M. Chagnon n'a pas cédé aux pressions. Il a répondu aux demandes de prolongation en disant : «Ce ne sera peut-être pas parfait, mais nous serons suffisamment bien avancés en septembre pour s'assurer de la qualité des cours qui seront donnés».

(Susan Gray est journaliste et traductrice pigiste et vit à Montréal.)



Paper presented at the Learned Societies Conference, Ottawa, June 1993

# Academic Freedom and the Inclusive University

By Bernice Schrank

## I. Introduction

The phrasing of the topic before us may suggest that the relationship between "academic freedom" and "the inclusive university" is oppositional. This is as unfortunate as it is untrue. The concept of "inclusivity" recognizes and seeks to increase diversity, openness and tolerance within the university in relation to the curriculum and to the academic work environment. Such a notion of "inclusivity" is unimaginable and unrealizable in the absence of a strong commitment to academic freedom. The inclusive university is contingent on academic freedom.

Likewise, it is the prior existence of pluralism and difference within the academy that animates the concept of academic freedom. If we were all intellectual, emotional and physical clones of each other we would not have to fashion and re-fashion our idea of academic freedom. In just this vein, in a recent article, *Identity, Authority, and Freedom: The Potentate and the Traveler* (1991), Edward Said speculates that "our model for academic freedom should ... be the migrant or traveler: for if, in the real world outside the academy, we must need be ourselves and only ourselves, inside the academy we should be able to discover and travel among other selves, other identities, other varieties of the human adventure. But, most essentially, in this joint discovery of self and other, it is the role of the academy to transform what might be conflict, or context, or assertion into reconciliation, mutuality, recognition, creative interaction" (17-18). Said's comments recognize that academic freedom is itself contingent on diversity.

In short, academic freedom and the inclusive university exist in an a relationship of reciprocity, interconnected and interdependent. The truth of the matter is you can't have one without the other.

My intentions in this paper are thus threefold: 1) to set out my working definition of academic freedom; 2) to examine its history in the Canadian context to demonstrate the long and difficult struggle (which is still not fully won) to establish the basic principles of academic freedom; and 3) to comment on the contested matters of curriculum revision and speech codes in the light of

inclusivity and academic freedom.

## II. A Working Definition of Academic Freedom

Academic freedom involves the right of academics to teach and to do research according to their own rights, without regard for prescribed doctrine, and free from political and other interferences. Academic freedom also involves the right to disseminate the fruits of that teaching and research without adhering to any prescribed doctrine. Academic freedom further involves the right to criticize one's colleagues, one's employer, the government, etc. Finally, academic freedom involves tenure, or security of employment, a condition without which the other rights would shrivel.

Obviously, these are not absolute rights. An adherence to the principles of academic freedom does not always translate into the kinds of practices that ensure its success. For example, research often depends on one's ability to raise money. But money, as we all know, is getting harder and harder to come by, and financial entitlements to enable research are rarely a condition of academic employment. So, on the one hand, academic freedom protects our right to do research; but, on the other, it does not guarantee the financial conditions that in many cases make research possible.

Similarly, academic freedom protects the right to publish the results of our research. Yet it is apparent that unorthodox and/or unpopular views have less likelihood of appearing in the mainstream academic journals (or, sometimes, in any journals) than do articles that take more conventional approaches. There is, then, a tension between the ideal formulation of academic freedom and its current manifestations. But absent the ideal, there would be no easy way to judge and respond to perceived deficiencies. Moreover, one of the constituent elements of academic freedom, procedural and substantive fairness, would require that a consideration of just such difficulties as those noted above be given due weight in all career assessments including consideration for tenure.

Notwithstanding this apparent discrepancy between theory and practice, let us turn our attention to the components

of this view of academic freedom. Undergirding the concept are three separate academic commitments: 1. the commitment to a "liberal" idea of a university; 2. the commitment to tolerance; and 3. the commitment to the principles of procedural and substantive fairness.

With regard to my first point, academic freedom is important within the "liberal" conception of the university because universities are not only purveyors of the known, but creators and disseminators of the new. To fulfill this crucial creative role, universities require openness, the free exchange of ideas, controversy, ferment, dissent, even heresy. Obviously, freedom of speech and expression within the academy are the necessary prerequisites for this kind of university to exist.

With regard to my second point, tolerance, the "liberal" university involves accepting a fair measure of intellectual discomfort. In the current debate about "political correctness," each side alleges that the other practices an unwholesome style of argumentation that is tantamount to coercion; it is further argued that the ferocity of the polemics discourages discussion and thus functions as a form of thought control.

Let me provide a crude rendition of this debate. Proponents of what is regarded as "politically correct," (i.e., persons having a favourable disposition toward an inclusive curriculum and a hostility toward what these persons regard as sexism, racism, etc.) label those with whom they disagree Neanderthals, persons who provide vivid evidence that evolution works in both directions, in short, persons who are racists and sexists. Opponents of the "politically correct" charge that their antagonists are foisting on the university a trendy updated version of the old witch hunt. They thus ignore the very real differences between systematic, government supported attacks on civil liberties and academic freedom, and the more anarchic unpleasantness that frequently attends upon what is euphemistically referred to, in academic circles, as an "exchange of views."

This debate may produce transitory discomforts in the lives of faculty members who engage in it; but in my view, as long as lectures and classes are not disrupted, these discomforts must be accepted as one of the consequences of academic freedom. The sup-

pression of speech on the ground that it expresses harmful or hurtful ideas is incompatible with the fundamental premises of an intellectual community. The appropriate response to speech expressing ideas that are regarded as false, politically unacceptable or dangerous is speech that refutes those ideas.

It is usually assumed in these polemics that anger is an inappropriate emotion in academic discourse; that the academy requires the decorum of the tea party; that whispering is preferable to shouting. In my opinion, this is unfortunate. Anger may indeed produce more heat than light, in which case, so what? But anger can be energizing; it can be the spark that produces intellectual brilliance. At least part of the discussion about appropriate behaviours in the academy seems to me an attempt to transform the richness, variety and unpredictability of an inclusive intellectual discourse into a narrow, toned-down, possibly inoffensive mediocrity.

With regard to my third point, procedural fairness, academic freedom as a viable practice in universities cannot exist independently of tenure and due process protections. If indeed academics are to espouse unorthodox or heretical views, they are certainly going to need protecting. After all, academics are on the whole a very timid lot, so the occasional professor who breaks through all the norms and taboos of academic discourse (of which there are plenty) to express a challenging view will undoubtedly find him/herself at odds with many of his/her colleagues, and a target for negative stigmatization.

## III. Academic Freedom in the Canadian context

Critics of academic freedom sometimes seek to deny its relevance in Canada by asserting that it is a foreign import. This is a strange argument. If we are trying to create an academy that is truly pluralistic and welcoming, it ill-behooves us to dismiss an idea because it does not originate in our own backyard. Surely such nativism is inconsistent with inclusivity. But, as it happens, Canadian academics did not have to look elsewhere to discover problems of arbitrary dismissal and attacks on individual professors because of their unpopular beliefs and opinions, the



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fecund soil out of which the principles of academic freedom are harvested. Such abuses and the resultant interest in academic freedom are deeply rooted in the history of Canadian universities.

In a collection of articles on governance in Canadian universities entitled *A Place of Liberty* (1964), Bora Laskin, then a professor of law at the University of Toronto, reviews seven instances of alleged or actual subversion of the principles of academic freedom in Canadian colleges and universities. Six of them were the subject of judicial review, and one was the subject of a report by an investigating committee of the CAUT of which Laskin was a member.

- 1859: Dismissal of Professor Jacob by the University of New Brunswick. The Court endorsed the right of the University to arbitrarily dismiss faculty.

- 1864: Dismissal of Professor Weir by Queen's College. Again, the Court endorsed the right of the University to arbitrarily dismiss faculty.

- 1884: Dismissal of Professor Wilson by King's College, Windsor, Nova Scotia. Yet again, the Court endorsed the right of the University to arbitrarily dismiss faculty.

- 1920: Dismissal of Professors MacLaurin, Hogg and MacKay and of Mr. Greenway by the University of Saskatchewan. Still another case in which the Court endorsed the right of the University to arbitrarily dismiss faculty.

- 1921-2: Dismissal of Professor Craig by the University of Toronto. In this case, the Court, in upholding Professor Craig's termination, ruled that the use of the term "permanence" in Craig's letter of appointment referred to the professorial position not to Craig's employment therein.

- 1922: Dismissal of Professor Smith by Wesley College (Winnipeg). The Court ruled that the dismissal was justified.

What Laskin convincingly illustrates is that the courts were an inhospitable venue for the development and protection of the rights and principles of academic freedom. In pointed contrast, Laskin notes that academic freedom concerns "are reflected in the report of the CAUT investigating committee on the Crowe case" (178). The inescapable inference is that while the courts have not

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# Academic Freedom and the Inclusive University

continued from page 9

been sympathetic to academic freedom concerns, CAUT has.

I turn now to the famous Crowe case.

• 1958: Dismissal of Professor Crowe by United College (Winnipeg).  
Appointed in 1950, Crowe was an associate professor of history at United College at the time of his dismissal. He was, according to Donald Savage and Christopher Holmes in their article, *The CAUT, the Crowe case, and the development of the idea of academic freedom in Canada*, "a popular lecturer ... well regarded by his colleagues in the history department even though he could on occasion be somewhat abrasive. He also made no secret of his social democratic views."

After his dismissal, CAUT initiated an investigation by sending to United College a committee of inquiry. Its members were Professor Vernon Fowke of the University of Saskatchewan and Bora Laskin. The CAUT committee ran into difficulties, and, after the first day, the administration declined to co-operate with the investigators. The committee of inquiry continued their investigation, relying extensively on the documentary evidence.

In the committee's report, Fowke and Laskin concluded that the actions of United College constituted "an unjust and unwarranted invasion of the security of academic tenure." They considered that neither the principal nor the board had "any tenable ground for the severe treatment of Professor Crowe" and that one of the reasons for the action was that he "was not sufficiently complaisant, not servile enough in thought and attitude to his administrative superiors."

Perhaps most importantly, the committee of inquiry took aim at what it considered to be the central fact of the case, namely that Professor Crowe had been fired without reasons and without a fair hearing. According to Fowke and Laskin, "The facts which are of greatest concern to the Committee ... are, first, that the Board of Regents took a decision of crucial importance for the future of Professor Crowe ... on what can without exaggeration be characterized as less than a shred of evidence; and, second, that they failed to confront Professor Crowe with any charge and gave him no opportunity to speak to any charge" (193).

The committee of inquiry concluded that Professor Crowe should be reinstated. The publication of their report created a furore on the campus of United College, within the Canadian academic community, within CAUT, and in the local and national press. For the first time in

Canada, the issue of wrongful dismissal was being discussed publicly in terms of academic freedom and procedural fairness. Despite the agitation, however, there were no mechanisms then in place to reinstate Crowe.

The Crowe case fuelled a growing realization in the academy that academic freedom had to become a contractual right and not a question of grace and favour by a president or board of governors. This could only be achieved if faculty contracts legally specified that dismissals would be solely for academic reasons and be so judged by an independent tribunal or arbitration. The vehicle for these reforms, now almost fully realized, would be the Canadian Association of University Teachers.

The refining of our conception of academic freedom and tenure continued through the sixties, when the then President of CAUT, Bora Laskin, commissioned Dan Soberman, then as now a Professor of Law at Queen's, to study the legal basis of tenure. Soberman's report, published in the *CAUT Bulletin* in 1965, had a major impact in Canadian universities, comparable to the Crowe case. Confirming what Laskin must already have suspected, Soberman concluded that informal tenure had no particular legal force, and he went on to make a series of recommendations regarding the procedures to be used in assessing candidates for tenure.

It seems to me impossible to view this struggle to secure procedural fairness, academic freedom and tenure and deny its Canadian content. Likewise, it is impossible to deny the value of this struggle, if only because, without it, academic life as we now know it would not exist.

## IV. Academic Freedom and the Inclusive Curriculum

It is sometimes argued that academic freedom and curriculum reform are incompatible. In my view, without the protections provided by academic freedom, the latest changes in the curriculum could not have taken place at all, particularly when they are so often spearheaded by younger and often untenured members of the faculty. It may be felt that the changes some might wish to affect are impeded by the conservative hold that senior colleagues exert in the corridors of academic power. However, two recent wars for curriculum reform have been fought and, for the most part, won. In response to the nationalist concerns of the sixties and seventies, our universities now provide increased opportunities for students to study Canadian literature, Canadian history,

and Canadian social science. More recent attempts to introduce courses that deal with the problems and experiences of marginality have also had considerable success.

Since this most recent phase of the debate about curriculum has directly affected the offerings in literature departments I feel myself at a particular advantage to comment. It seems to me that the interest in the literatures of marginalized groups has led to the expansion of course offerings rather than the elimination of the canonical writers from the program, a situation I regard as positive, embodying as it does the pluralistic principles to which so many of us are committed. Many students of English literature continue to read Shakespeare and Milton as they have in the past, but now they can also take courses in feminist theory, women's literature and post-colonial literatures.

One of the more peculiar aspects of the debate about the curriculum is the perception by both proponents and opponents of change that the process of broadening educational vistas is somehow innovative. Changes in the curriculum have always been the case. The radical shift in emphasis from history, rhetoric, Greek and Latin to science and technology, that is, from the kind of mid-nineteenth century ivory tower curriculum designed to please the taste and perpetuate the existence of an economic and political elite who did not have to work for a living, to a more practical curriculum designed for the realities of twentieth century capitalism, became a *fait accompli* early in this century, forced on a reluctant academy by the demands of a new mercantile class that came into being in the late nineteenth century.

There is, however, an important difference between the changes in the curriculum made at the turn of the century and the current round of changes. The late nineteenth century transformation of the university was almost exclusively imposed from above and from outside the academy, against the wishes of most members of faculty. When the academy did not change fast enough, this new mercantile class created its own educational institutions [i.e., the Rockefeller Institute (now Rockefeller University) the Carnegie Institute (now Carnegie Mellon University) and Rensselaer Polytechnic Institute] to compete with the offerings of conventional universities. The current round of curricular changes (and the opposition to those changes) comes primarily from within the university, is the subject of clarifying and invigorating debate as well as acrimony, and is as lively as it is precisely because our colleagues enjoy academic freedom.

## V. Academic Freedom, Harassment Codes and Speech Restrictions

In response to various initiatives to foster a more diverse academy, as well as in recognition of the fact that universities have not always been pleasant places in which to work, especially if you are a woman or a member of a minority, administrations and faculty associations continue to fashion codes of behaviour to eliminate various forms of discrimination and harassment. These codes address real problems; the difficulty, in terms of academic freedom, is that, primarily in the area of regulating speech, these codes also raise serious academic freedom concerns. To illustrate these concerns, let us consider some of the implications of restricting speech in sexual harassment codes. I have similar concerns with racial harassment codes, but [space] constraints do not allow me to develop my thoughts here.

## VI. Academic Freedom and Sexual Harassment Codes

Sexual harassment codes have come into being as part of an on-going process by which our colleagues are being urged to adjust their behaviours to certain new realities. These codes attempt to modify behaviours that are now regarded as unacceptable. As a result, many sexual harassment codes have programs of education to sensitize members of the academic community to the nature of sexual harassment and to encourage them, if necessary, to alter their behaviour.

However, sexual harassment codes are more than just consciousness raising exercises. In addition to educating colleagues, sexual harassment codes also attempt to define and prohibit a variety of behaviours that are regarded as abuses of power. Although these codes usually recognize that sexual harassment takes many forms, they are primarily addressed to the situation of women who, as colleagues and as students, are no longer willing to acquiesce in various types of power manipulation and gender based exploitation. In fact, the sexual harassment code with which I am most familiar, the one at Memorial University of Newfoundland, defines sexual harassment in terms of touching, groping and the like, as well as requests for sexual favours, all unwelcome behaviours that are foisted on faculty, staff, or students by an individual in a position of power over them. It also prohibits the use of X-rated language.

The language that sexual harassment codes tries to

restrict does not usually provide clear and unambiguous evidence of sexual harassment. There may be many perfectly plausible, non-harassing academic reasons why a faculty member uses profanity or makes a remark that can be interpreted by a listener as degrading to women, etc. At the heart of these restrictions on speech is a reliance on the subjective response of a listener who may not understand the full import of what has been said. It is in this context that my academic freedom alarm bell sounds.

But does the university community have to tolerate every speech act no matter how hateful? Of course no right is absolute. Certain kinds of hateful utterance are proscribed by legislation. Academic freedom exists within this legal context. But resorting to legal sanctions is an extreme method of social control within the academy. Invariably, there are more appropriate sanctions available without either recourse to law or the need for codes that have provisions for restricting speech. For example, a faculty member who persistently allows offensive sexist or racist stereotypes or racial epithets in the classroom fails to provide an academic environment conducive to learning. Surely, such a failure ought to be dealt with in the same manner as other failures to discharge one's professional obligations. I do not believe that there is a collective agreement or special plan in a Canadian university without a section on discipline. Provided that the discipline is reasonably applied and subject to grievance and arbitration provisions, there is no reason why disciplinary action should not be taken by university administrators in cases in which they judge that colleagues, by their conduct, verbal and otherwise, have abused their positions in the classroom.

Given the possibility of disciplinary action, there is little to recommend a general prohibition of certain kinds of speech through any kind of harassment code. The difficulty of defining categories of prohibited speech without impinging on speech that should be unfettered and free is obvious. The inevitable ambiguity and openness of the terms defining a prohibition have the potential for mischief, for generating complaints against speech that expresses unpopular ideas. Moreover, regulation may provide the green light to students, faculty, and administrators — driven by personal conviction or political need or pure malice — to attempt to silence those who express views with which they disagree.

The academic freedom concern with speech restrictions relates not only to the effect on what gets said outside the



classroom, but on what gets taught and what gets said in the classroom. Faculty members may conclude that, to avoid possible hassle, it would be better not to teach a novel by Norman Mailer or D.H. Lawrence, or Henry Miller, or James Joyce, or Brendan Behan, or Robert Coover — the list of novelists who employ X-rated language that may be regarded by some as "hate" language is very, very long.

(As an aside I might point out that in societies in which stringent verbal taboos regarding sex are observed [like the English Victorians] the oppression of women and other groups appears to be at least as obvious a feature of the social landscape as in our own linguistically *laissez faire* world.)

Let me provide three examples from my experiences as a teacher of American and Anglo-Irish literature and as a grievance officer at Memorial University of attempts to control speech that may very well have had a chilling effect on the instructors and students. In the second and third anecdotes I narrate below, any benefits in terms of creating a welcoming environment in the classroom by limiting speech seem to me to be lost in a legacy of bitterness and ill-will.

The first example concerns my attempt in the early sixties to teach Norman Mailer's *The Naked and the Dead*, a work that captures demotic American speech with all its crudities. The students appeared to enjoy the work, profanity and all, with the exception of one mature student who found offensive Mailer's (and, by extension,

my) reliance on the word "fug", so spelled to fool the censors, but not this student. I defused the situation by quoting the following remarks attributed to Talullah Bankhead, the American actress, at a chi-chi Brooklyn Heights cocktail party at which Norman Mailer was the guest of honour. On being introduced to him, Ms. Bankhead is alleged to have said, in her most penetrating southern drawl, a voice that could effortlessly cross the Brooklyn Bridge, "so you're the man who can't spell 'fuck'." Sexual harassment codes with their speech restrictions did not exist in those days, so my little joke ended the matter.

My second example concerns one of my colleagues, a noted Canadian dramatist, who recently found himself immersed in a lengthy student complaint, one aspect of which involved allegations of sexual harassment. As part of the evidence produced by the student, my colleague was accused of having selected and directed in class a play by LeRoi Jones/Amiri Baraka called *The Dutchman*. The student noted correctly that the play had language that demeaned women. The play does indeed glory in all kinds of offensive language; and for some, that is part of its charm. At the end of the day, the allegations of sexual harassment against my colleague were dismissed by an internal investigation, and later by the Human Rights Commission. But the fact that sexual harassment codes may provoke these kinds of complaints, so that professors find themselves having to defend against charges of sexual harassment because they

choose to use texts, read quotations, or indeed express thoughts with language some may find "sexually harassing" is very disturbing.

Let me further illustrate my concern by summarizing a grievance at Memorial University. A faculty member in the school of social work was disciplined for, among other things, calling his students "fucking lunch-buckets" and/or "fucking lunchpails." Some students complained that the instructor was, among other things, sexually harassing them because of his reliance on X-rated language. The director of the school had the matter investigated and concluded that the use of the "f" word was inappropriate, unprofessional and indeed harassing. The director then issued a letter of reprimand.

A lengthy correspondence ensued in which the faculty member argued that the investigation was procedurally flawed, and that his use of profanity was a technique intended to shock his students out of their dangerous complacencies and introduce them to the real world in which they, as fledgling social workers, would have to function. The faculty member noted many times that most students responded positively to his shock treatment. None of these arguments persuaded the director to withdraw his letter of reprimand, and the matter was taken to arbitration primarily on academic freedom grounds. The case was settled during the hearing, so it is uncertain how the arbitrator would have ruled.

Nevertheless, while many faculty members may find the pedagogical technique

employed by this colleague disturbing, it was clear from interviews the case officers conducted with students that many students did indeed react positively to his methods, praising his classes for providing them with the mental equipment necessary to deal with their clients. The Academic Freedom and Grievance Committee at Memorial University supported the grievance at every stage, and urged as a remedy the withdrawal of the letter of reprimand, which was indeed accomplished without the arbitral judgement. Although no member of the Academic Freedom and Grievance Committee used profanity in the classroom unless it was part of a text from which he/she might be teaching, and although the majority disapproved of the pedagogical technique, the Committee nevertheless regarded the attempt to restrict the speech of this colleague as unjustified and a dangerous precedent, and they also regarded the charge of harassment as unwarranted.

While none of these three examples directly circumscribed the principle of academic freedom, the challenges to speech involved in each instance cannot but exert a cautionary influence on the colleagues involved, as well as on those who came to know about the matters. Even in these relatively benign circumstances, the cost to the academy, in terms of self-censorship, is incalculable. The message implicit in these examples is clear: if you want to avoid "trouble," don't teach texts or use language that some may find, on whatever

grounds, offensive.

## VII. conclusion

Academic freedom and inclusivity are mutually reinforcing concepts. Even my cursory examination of the definition and development of academic freedom principles within the Canadian academy makes it clear that the advocacy of academic freedom is not a code for legitimating sexism and racism in the classroom. Likewise, the commitment to inclusivity ought not to serve as justification for restricting speech. Experience suggests that such restrictions are first enforced against the weak, the vulnerable, the marginal, the very groups these codes are intended to protect. Common sense suggests that speech prohibitions, like other prohibitions, may well provoke just the kinds of behaviour they were intended to contain because, being forbidden, those behaviours now become more attractive. Although they lack the rush associated with more fashionable bromides, the old ways of expanding consciousness, of altering behaviour and of educating our colleagues and our students in the practice of tolerance, have merit and get results: setting standards, writing letters, counting numbers, talking to colleagues, debating the yahoos, organizing meetings and panel discussions. Every such act not only re-invigorates the tradition of academic freedom, but helps bring about that welcoming academic environment that we all so deeply desire.

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## FROM THE HILL



Tim Stutt

# CAUT proposes tax-free status for universities

Profile reveals university enrolment continues to climb; Centres of Excellence, Phase Two, get \$197 million

Universities as institutions providing basic public services should have tax-free rather than tax-exempt status in order to restore and maintain neutrality in the impact of federal taxation upon the funding of public services.

That is the position that CAUT President Alan Andrews presented on Mar. 22 to a Commons committee studying alternatives to the Goods and Services Tax.

In presenting a CAUT brief that contains 14 recommendations Prof. Andrews told the Standing Committee on Finance that it does not make sense for the federal government to give to universities with one hand and then take away with the other.

"We have a situation in Canada in which universities and colleges are essentially publicly funded institutions," said Prof. Andrews. "The federal government transfers their moneys to the provinces through Established Programs Financing and to the universities through the research granting councils in order that they can carry on their principal functions of teaching and research."

"It does not make sense to us that if money that accrues as the result of taxation and is transferred to a university and to individuals is then retrieved through another form of taxation. This is, of course, a particularly grievous circumstance when the public funding for universities has been in effect declining."

Prof. Andrews also argued in favour of removing the GST from books, scientific journals and materials, university residence accommodation and meals, as well as the provision of funding for university research.

To obtain a copy of the CAUT brief on the GST contact Robert Léger, a CAUT government relations officer, by telephoning (613) 820-2270.

## University enrolment continues to increase

In April the Department of Human Resources Development released the 1993 edition of its Profile of Post-Secondary Education in Canada. The profile states that the number of full-time and part-time students enrolled in Canadian universities totalled 890,011 in 1992-93. Eighty-seven per cent were studying at the undergraduate level and 13 per cent at the graduate level.

Full-time students totalled 585,200 and accounted for 64 per cent of all university enrolments in 1992-93. This compares with totals of 553,910 full-time students in 1991, 426,389 in 1981, 322,404 in 1971, 141,117 in 1961 and 70,251 in 1951.

Full-time students tend to be young. The median age of undergraduate students in 1992/93 was 21 and, for graduate students, was 28. However, their part-time counterparts are older, with a median age of 30 for undergraduates and 34 for graduates.

Another noteworthy demographic factor is the increase in participation of women in Canadian universities. In 1992/93 women represented 52 per cent of full-time students and 62 per cent of part-time students. They accounted for 54 per cent of full-time undergraduate students, 46 per cent of master's and 35 per cent of doctoral students. The proportion of women was even higher among part-time students — 63 per cent of undergraduates, 43 per cent of master's and 42 per cent of doctoral students.

To obtain a free copy of the profile write to the Education Support Directorate, Social Development and Education, Human Resources Development Canada, Hull, Québec K1A 0M5. The directorate's telephone number is (819) 994-5040 and its fax number is (819) 953-8147.

## Renewal of Centres of Excellence program

Dr. Jon Gerrard, Secretary of State for Science, Research and Development, announced on Mar. 28 that the federal government will fund phase two of the Networks of Centres of Excellence Program (NCE) to a total of \$197 million.

"This program is unique from other federal government programs which support research and development," said Dr. Gerrard. "The participating university researchers must demonstrate that they are conducting leading-edge research to meet international

standards of excellence, and that they are accelerating the transfer and diffusion of research results by establishing working relationships with other Canadian researchers, institutions, the private sector and other potential users."

"The networks are also challenged to secure complementary support from sources other than the federal government and develop and retain world-class scientists and engineers in technologies that are essential to Canada's productivity and economic growth."

Under Phase Two 10 networks were renewed on the basis of recommendations made by a selection committee composed of scientists, engineers, economists and business people. The committee evaluated the networks using five equally weighted criteria: research excellence, training in key technologies, partnerships building and networking, knowledge/technology transfer and exploitation, and R&D management.

The renewed networks will receive \$149 million over the next four years, while \$48 million will be allocated to a limited number of additional networks in five priority areas. These areas are trade, competitiveness and sustainability; health research; technology-based learning; advanced technologies (materials, software engineering); and the environment.

All but one of the initial 15

networks submitted applications for renewed funding support under Phase Two. The renewed networks listed in alphabetical order are: Canadian Bacterial Diseases Network; Canadian Genetic Diseases Network; Canadian Institute for Telecommunications Research; Concrete Canada; Inspiraplex - Respiratory Health Network of Centres of Excellence; Institute for Robotics and Intelligent Systems; Mechanical and Chemimechanical Pulp Network; Micronet - Microelectronic Devices, Circuits and Systems for Ultra Large Scale Integration; NeuroScience Network; and Protein Engineering Network of Centres of Excellence.

The NCE Program was created in 1989 when 14 networks were selected at a cost of \$240 million over five years. The program is administered by the National Sciences and Engineering Research Council, the Medical Research Council, and the Social Sciences and Humanities Research Council, in collaboration with Industry Canada.

A fifteenth network — the Network of Centres of Excellence for "Promoting Independence and Productivity in an Aging Society" — was created in 1990 with funding received from the federal department of health and other funding sources.

(Tim Stutt is a Government Relations Officer at CAUT.)

# Explanation of research priorities is science fiction

When Canada does its science-and-technology thing, it sure doesn't make it easy for you, the people who are paying for it and who are supposedly to benefit from its promised miracles.

Take, for instance, the matter of the Networks of Centres of Excellence program. Even the title could make you nod off, when drastic changes were made to the program, just as the country was unwinding for the Easter weekend, the public barely blinked.

And yet, with those changes, the new Liberal government has put its stamp on both scientific and industrial policy in this country. The scary thing is, we can't be sure where the government is headed; worse, we can't be sure it knows itself.

A quick primer: The networks program was announced in May 1988 as the showpiece of the former Tory government's science and tech strategy. The idea was to unite university, government and private-sector researchers in cutting-edge research. There'd be \$240 million to spend over five years.

In the end, 15 groups came forward with projects that ranged from the development of high-tech concrete to the perfection of high-tech robots, from genetics research and insect control to the ozone layer. Two of Canada's three Nobel laureates in the sciences were among the thousands of researchers and graduate students joined in networks that spanned the country.

In December, just three years after most groups got going, and with a new

government in power in Ottawa, the networks faced a review that was tied directly to renewal of their funding.

That's where things get murky — not the "what's," so much, as the "why's."

The government dumped four of the 14 projects that had reapplied for funds. The political spin was that this was a cost-cutting measure, a spin that is readily accepted in the '90s.

In fact, it's fiction. The average cost per year of each renewed project in this new phase is almost exactly equal to the average cost under the old. In addition, five completely new projects, at a combined cost of \$48 million, will be announced next month.

So, what really happened? Were the decisions of the blue-ribbon committee that reviewed the first batch of projects right or wrong? Hard to say, especially for outsiders like the taxpaying public.

For one thing, the criteria for what

makes a good project shifted over the three years. When the projects began, the emphasis was on superior science, and projects merely had to show they had solid links to private-sector partners that could benefit from research spinoffs. By renewal time, the emphases had reversed. That's why Nobel laureate John Polanyi's project on the chemical and physical properties of matter got the hook.

For another thing, the criteria were applied in a haphazard way. One project was described as poorly managed, unfocused, lacking key partners and demonstrating unconvincing economic payoffs; yet, it was renewed.

Then there are the bizarre priorities. A project to prevent the yellowing of paper is worthwhile; another to prevent the destruction by bugs of one-third of Canada's annual timber haul is not.

And, finally, the roles of industry and

government are unclear in the networks program. For example, the review committee applauded projects that stimulated industrial interest in new areas and that let industry manage and direct the research. Too often, though, the committee found business unable or unwilling to get involved. Meantime, research that would benefit all Canadians, through better agriculture, forestry or fishery practices, was dismissed as stuff somebody else in government should be doing.

It's worth noting that under the Liberals, the parent Industry Department — not the dependent Science Ministry — is in charge of the networks program. Worth noting too is that, while the initial projects sprang from the minds of scientists, the five new projects were dreamed up by federal functionaries.

In the absence of discernable science and industrial policies, how did the government settle on these priorities? Where was the public debate?

The objective of the Networks of Centres of Excellence program is to position Canada for the demands of the 21st century. Over the next four years, \$197 million will be spent carrying out that mission.

But if even the people directly involved in the networks seem unclear on the concept, where does that leave the rest of us who are paying the bills?

(Reprinted with permission, Editorial, The Ottawa Citizen, April 9, 1994.)

## Networks of Centres of Excellence

### Projects not renewed:

- to find environmentally friendly insect controls
- to identify what's killing the Atlantic cod
- to study the Earth's atmosphere and global climate change
- to examine the properties of matter that could be used in new materials and manufactured goods.

### New projects added:

- trade, competitiveness and sustainability
- health research
- technology-based learning
- advanced materials and software engineering technologies
- environment

(Details are to be announced in May.)



## DE LA COLLINE PARLEMENTAIRE

### L'ACPPU propose la détaxation pour les universités

*Tendance à la hausse des effectifs étudiants et 197 millions de dollars pour les centres d'excellence*

Tim Stutt

Les universités, en tant qu'établissements fournissant des services publics de base, devraient être détaxées et non exonérées en vue de rétablir et de maintenir la neutralité des effets de l'impôt fédéral sur le financement des services publics.

Le président de l'ACPPU, Alan Andrews a présenté cette position le 22 mars au comité de la Chambre des communes chargé d'étudier des solutions de rechange à la taxe sur les produits et services.

En soumettant le mémoire de l'ACPPU, qui comprend 14 recommandations, M. Andrews a déclaré au Comité permanent des Finances qu'il était insensé que le gouvernement fédéral donne aux universités d'une main et le reprenne de l'autre.

Selon M. Andrews, «la situation au Canada est que les universités et les collèges sont des établissements essentiellement subventionnés par les deniers publics». «Le gouvernement fédéral transfère des fonds aux provinces au moyen du Financement des programmes établis et, aux universités, par l'entremise des conseils subventionnaires pour qu'elles puissent remplir leur principale mission d'enseignement et de recherche.»

«Il est peu sensé que des sommes d'argent, qui s'accumulent au moyen d'un impôt, puis sont transférées à une université ou à des particuliers, soient ensuite récupérées en vertu d'un autre régime fiscal. Il s'agit, bien sûr, d'une situation particulièrement pénible puisque les derniers publics octroyés aux universités sont en baisse.»

M. Andrews a en outre défendu la recommandation de l'ACPPU d'abolir la TPS sur les livres, les revues et le matériel scientifiques, l'hébergement en résidence et les repas. Il a aussi défendu le financement de la recherche universitaire.

Il est possible de se procurer un exemplaire du mémoire de l'ACPPU sur la TPS en communiquant avec Robert Léger, agent des relations gouvernementales, au (613) 820-2270.

#### Hausse constante des effectifs étudiants

Le ministère du Développement des ressources humaines a rendu public en avril l'édition de 1993 du document intitulé *Profil de l'enseignement postsecondaire au Canada*. D'après le document, le nombre d'étudiants à temps partiel et à temps plein inscrits dans les universités canadiennes en 1992-1993 se chiffrait à 890 011. De ce nombre, 87 p. 100 étaient au premier cycle et 13 p. 100 au niveau des études supérieures.

En 1992-1993, 585 200 étudiants étaient inscrits à temps plein et représentaient 64 p. 100 de tous les effectifs, contre 553 910 étudiants à temps plein en 1991, 426 389 en 1981, 322 404 en 1971, 141 117 en 1961 et 70 251 en 1951.

Les étudiants à temps plein sont jeunes. En effet, l'âge moyen des étudiants du premier cycle en 1992-1993 était de 21 ans, et de 28 ans, pour les étudiants des 2<sup>e</sup> et 3<sup>e</sup> cycles. Toutefois, leurs collègues à temps partiel sont plus vieux, l'âge moyen au 1<sup>er</sup> cycle étant de 30 ans et, aux études supérieures, de 34 ans.

La représentation accrue des femmes dans les universités canadiennes est un autre facteur démographique digne de mention. En 1992-1993, les femmes représentaient 52 p. 100 des étudiants à temps plein et 62 p. 100 des étudiants à temps partiel. Au 1<sup>er</sup> cycle, la proportion des étudiantes à temps plein était de 54 p. 100, de 46 p. 100 au niveau de la maîtrise et de 36 p. 100 pour le doctorat. La proportion d'étudiantes à temps partiel était plus élevée: 63 p. 100 au 1<sup>er</sup> cycle, 43 p. 100 à la maîtrise et 42 p. 100 au doctorat.

On peut obtenir un exemplaire du document en s'adressant à la Direction de l'Aide à la direction, Développement social et Éducation, ministère du Développement des ressources humaines Canada, Hull, Québec, K1A 0M5. Le n<sup>o</sup> de téléphone de la direction est le (819) 994-5040 et, pour le télécopieur, le (819) 953-8147.

#### Renouvellement du programme de Centres d'excellence

Le secrétaire d'État aux sciences, à la recherche et au développement, M. Jon Gerrard, a annoncé le 28 mars que le gouvernement subventionnerait la deuxième phase du Programme de réseaux de centres d'excellence (RCE), pour un budget total de 197 millions.

«Ce programme se distingue des autres programmes d'appui à la recherche et au développement du fait que les chercheurs universitaires participants doivent prouver qu'ils mènent des travaux de recherche de qualité internationale et qu'ils ont établi des rapports professionnels avec d'autres chercheurs, organismes privés, ainsi qu'avec d'autres utilisateurs potentiels au Canada», a déclaré M. Gerrard.

«Les réseaux doivent aussi obtenir un appui complémentaire de sources autres que celles du gouvernement fédéral et former et retenir des scientifiques et ingénieurs de calibre mondial dans les secteurs technologiques essentiels à la productivité et à la croissance économique du Canada», a-t-il ajouté.

Dans le cadre de la phase 2 du Programme, le financement de 10 réseaux a été renouvelé à la recommandation d'un comité de sélection, composé de scientifiques, d'ingénieurs, d'économistes et de gens d'affaires. Le comité a évalué les réseaux en fonction de cinq critères également pondérés: l'excellence du programme de recherche, la formation dans des secteurs technologiques essentiels, la mise sur pied de partenariats et le fonctionnement en réseau, la diffusion des connaissances et l'exploitation de la technologie ainsi que la gestion du réseau dans le domaine de la R et D.

Les réseaux renouvelés recevront 149 millions de dollars au cours des quatre prochaines années tandis que 48 millions de dollars seront disponibles pour appuyer quelques réseaux supplémentaires dans cinq secteurs prioritaires tels que le commerce, la compétitivité et le développement durable, la recherche sur la santé, l'apprentissage fondé sur la technologie, les technologies de pointe (matériaux, génie logiciel) et l'environnement.

Un seul des 15 réseaux n'a pas soumis sa demande de renouvellement du financement dans le cadre de la phase 2. Voici en ordre alphabétique, les réseaux dont le financement a été renouvelé: Bétou Canada, Inspiraplex — Réseau de centres d'excellence en santé respiratoire, Institut canadien de recherches en télécommunications, Institut de robotique et d'intelligence des systèmes, Micronet-Dispositifs, circuits et systèmes micro-électroniques intégrés à ultra grande échelle, Réseau canadien de recherche sur les bactérioses, Réseau canadien sur les maladies génétiques, Réseau de centres d'excellence en génie protéique, Réseau NeuroSciences, Réseau sur les pâtes mécaniques et chimico-mécaniques.

Le Programme RCE a été créé en 1989 et 14 réseaux ont été choisis au coût de 240 millions de dollars pendant cinq ans. Le programme est administré conjointement par le Conseil de recherches en sciences naturelles et en génie, le Conseil de recherches médicales et le Conseil de recherches en sciences humaines, en collaboration avec Industrie Canada.

Un quinzième réseau, le Réseau de centres d'excellence «Promotion de l'autonomie et de la productivité dans une société vieillissante», a été créé en 1990. Il est subventionné par le ministère fédéral de la Santé et par d'autres sources.

(Tim Stutt est agent des relations avec les gouvernements de l'ACPPU.)

## LIBRARIANS' CONFERENCE

### RECOGNITION LIBRARIANS' ACADEMIC STATUS

WESTIN HARBOUR CASTLE, VANCOUVER  
NOVEMBER 17 - 19, 1994

KEYNOTE: QUESTIONS OF STATUS AND RECOGNITION  
Sondre Zuk, Winnipeg

#### PLENARY SESSIONS:

- Chief Librarians as Administrators or Academics  
**Ted Dobb, Simon Fraser**
- Intellectual Freedom and the Inclusive Library  
**Joyce Forbes, SWC**
- Evolving Profession or Eroding Profession  
**Richard Hiatt, AF&T**
- Retrenchment & Vertical Cuts  
**Linde Winkler, Regina**

#### CONCURRENT SESSIONS:

- Governance & Power  
**Elizabeth Caskey, UBC**
- Negotiations/Contract Language  
**Dorothy Milne, Memorial**
- Academic Staff Association Activities  
**Don White, Victoria**
- Research and Librarians' Professional Image/  
Academic Identity  
**Joanne Mathews, UNBC**
- Alternatives to Collective Agreements/  
Special Plan Bargaining  
**Percilla Groves, Simon Fraser**



#### CONCLUDING REMARKS — B.J. Busch, Alberta

For more information or a complete agenda  
contact Ms. Nancy Gordon at the CAUT Office,  
Telephone (613)820-2270 or by Fax (613)820-7244

## COLLOQUE DES BIBLIOTHÉCAIRES

### LA RECONNAISSANCE DU STATUT UNIVERSITAIRE DES BIBLIOTHÉCAIRES

HÔTEL WESTIN BAYSHORE, VANCOUVER  
DU 17 AU 19 NOVEMBRE 1994 À VANCOUVER

CONFÉRENCIÈRE INVITÉE: Sondre Zuk, Winnipeg  
LE STATUT ET LA RECONNAISSANCE

#### SÉANCES PLÉNIÈRES

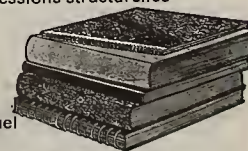
- Les bibliothécaires en chef en tant qu'administrateurs ou universitaires  
**Ted Dobb, Simon Fraser**
- La liberté intellectuelle et la bibliothèque non exclusive  
**Joyce Forbes, CSF**
- Une profession qui évolue ou qui s'effrite  
**Richard Hiatt, CLUPE**
- Réduction des coûts et compressions structurelles  
**Linda Winkler, Regina**

#### SÉANCES SIMULTANÉES

- Direction et pouvoir  
**Elizabeth Caskey, UBC**
- Négociations/Libellé contractuel  
**Dorothy Milne, Memorial**
- Activités de l'association du personnel universitaire  
**Don White, Victoria**
- La recherche et l'image professionnelle des bibliothécaires/  
L'identité universitaire  
**Joanne Mathews, UNBC**
- Solutions de rechange aux conventions collectives/  
Négociation de régimes particuliers  
**Percilla Groves, Simon Fraser**

#### MOTS DE CLÔTURE — B.J. Busch, Alberta

Pour obtenir des renseignements supplémentaires ou un  
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Nancy Gordon, à l'ACPPU, au (613)820-2270  
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## TRIBUNE LIBRE / COMMENTARY

## Three steps to destroying Alberta's universities

**L**e gouvernement de l'Alberta a manifesté son intention de réformer l'enseignement supérieur de la province. Cette réforme est mue par des motifs budgétaires: la réduction du budget est la priorité extrême du gouvernement. D'après des documents gouvernementaux, l'administration Klein comprend mal la raison d'être de l'université. La réforme risque d'avoir trois conséquences importantes sur la qualité de l'enseignement supérieur. D'abord, les universités sont tenues de dispenser un enseignement au même nombre d'étudiants ou à un nombre accru à des coûts sensiblement bas. Cette exigence aura comme résultat d'éliminer de la salle de cours une bonne partie du débat et de la pensée critiques. Deuxièmement, le gouvernement mettra en place des indicateurs de rendement conçus selon des critères restreints d'entreprise, ce qui faussera la nature de la recherche, de l'enseignement et de l'activité intellectuelle. Enfin, les universités de l'Alberta perdront leur calibre international et verront les subventions de recherche du secteur privé et des conseils de recherches leur échapper progressivement.

David S. Miall

The government of Alberta has declared its intention of reforming advanced education in the province. The necessity driving this demand is financial: cutting the budget is the government's overwhelming priority. The government refers to a new "vision" for education, but in practice this means essentially the education of more students at a lower cost.

The *Budget Roundtable Workbook for Advanced Education* describes four objectives. Over the next three years the aim is to "reduce expenditures, maintain accessibility, increase productivity, and increase accountability for the results achieved." These aims give no recognition to the vision that motivates the present university system and most of us who work within it. The document entirely omits any consideration of the nature of scholarship and research. In fact, the government's discussion documents show almost no understanding of what a university is for.

Each government department has been asked to produce a "business plan." Advanced Education will be expected, in the words of the workbook, to have "program objectives, spending requirements that match the government's financial plan, and specific means to measure results and performance." The primary focus of the universities, as the February budget document shows, will be on meeting the short term needs of the labour market. This plan, implemented in the light of the four overall aims, will crush the university system in a vice and damage or destroy scholarship in the process.

The evidence contained in the workbook suggests that the process is to operate as follows. First, the government has decreased the university budget by 21 per cent over the next three years, while requiring access by students to advanced education to remain at its present level or increase (in fact a 50 per cent increase in qualified high school graduates is projected over the next 12 years). Universities are expected to respond to this situation by changing teaching methods, in particular by using technological innovations, such as video conferencing

and computer networks.

Some innovation to reduce the unit cost of teaching is certainly possible. However, the view of teaching implied in the government's documents, as shown by the emphasis on technology, centres on the transmission of information, preferably to large classes of students (it has been said that the University of Alberta is likely to hire local theatres). This principle conflicts with that of scholarship, which centres on critical thinking, and which can be learned only through discussion and argument. Reductions in funding that have taken place in Alberta over the last decade have led to increased class sizes, which has already reduced the ability of many departments to offer their students an adequate experience of critical thinking except in advanced classes. But these classes too are now threatened with elimination.

While the business principle that underlies this change calls for greater efficiency, this rationale is a fallacy, and would be dismissed out of hand by any business expert. Students are not like customers in a store; the providers of advanced education do not operate in an open market. If the government takes control of both demand and supply, requiring universities to provide education to a fixed number of students at a diminishing cost, the resulting situation is no different from a command economy, of the kind that dominated production under the communist regimes of Russia and eastern Europe (to borrow a comparison made recently by Lord Russell about universities in Britain).

Where decisions about the conditions under which scholarship is acquired by the next generation are taken away from the scholars who are qualified to make them, scholarship itself will wither, and the scholars themselves will become demoralized or servile — if they do not move elsewhere. A university in which the responsibilities of scholars to their discipline are made inoperable no longer deserves to be called a university.

Second, the government appears determined to introduce several measures to monitor the universities, termed "performance indicators." These are

likely to include (a) the average time taken to complete a degree, whether undergraduate or graduate; (b) student failure rates and drop out rates; (c) measurements of teaching effectiveness, such as student evaluations; (d) employment statistics that relate the output of graduates to the perceived needs of business and industry; and perhaps (e), some measure of research productivity.

Although universities may be left to devise some of these measures, the rationale informing each springs from the desire to obtain quantitative data, which can be used to track the performance of one institution against another, and each institution over time. The principle behind quantitative indicators is in direct conflict with the qualitative principles by which scholars evaluate their work.

No one of the performance measures in itself is a danger — each would in fact provide important and helpful information. The danger is that accountability is being framed in such terms that these measures, and only these, will be considered in judging the value of university scholarship.

Scholars are already accustomed to exercise a high degree of accountability in the regulation of their disciplines. Not only promotion and tenure, but professional recognition, the ability to publish, even the right to teach courses in one's own area of specialization, depend almost entirely upon judgement by one's peers.

There is perhaps no other profession which sustains such a high level of scrutiny by other professional colleagues (including colleagues in other universities across the world), extending over a whole career. The replacement of these internal professional controls on academic quality by external measures will radically distort the work of the university, and result in a serious decline in real quality.

Performance indicators may measure the letter of university functioning, but they almost entirely fail to capture its spirit. If used in disregard of that spirit, there will be relentless pressure on university faculty to cut corners, to distort their role with students, and to pervert their research activities, all towards the end of enhancing the results of the performance indicators on which they will be assessed. The spirit of free inquiry that informs our collaboration with students, and the exercise of critical and independent judgement, will go to the wall. Our position as scholars will be rendered fraudulent, since we will no longer be in a position to carry out our primary responsibility towards our disciplines and our students.

The third and final stage of the process will be the loss of international standing that our universities currently enjoy. The standing of a large research university like the University of Alberta is gained only slowly from several decades of excellence in scholarship in a range of

disciplines. Moreover, like a magnet, a university of high standing attracts to its vicinity a range of other organizations engaged in research and manufacturing. A large research university is also more likely to attract external research funding, whether from government sources, independent foundations, or business, which also results in economic gain to the province.

All these benefits are directly dependent upon high standards of scholarship remaining visible, whether from a boardroom in Switzerland, a government office in Singapore, or a research grant committee in Ottawa. If university faculty are demoralized and lose the esteem of the international scholarly community, these benefits will quickly disappear. Not only will millions of dollars in research funding be lost, but those in the province will be obliged to buy research findings from outside, resulting in both a financial and an intellectual "balance of payments" deficit that will cost the province dearly.

The budget cuts alone do not in themselves represent the major threat to the work of the university. It is the combination of cuts with the shift to a business model of university management and control that suggests a disturbing failure by the Klein administration to understand the purpose of a university. To examine the government's documents and workbooks is to see that the guidelines for debating university reform have been formulated with no regard for the essential functions of a university.

In the name of efficiency and accountability the government proposes to seize control of decisions that belong within the university, and to exercise illegitimate power over the work of its scholars. As history shows, any human system, subjected to such a shift in power, becomes oppressive and corrupt. This is the fate being prepared for the universities of Alberta.

We believe that Alberta has every reason to be proud of its universities. We also believe that Albertans did not elect the present government in the expectation that their universities would be destroyed for the sake of short term economic gains. Those of us who work in the universities are ready to discuss how our functions can be carried out with less money, and we recognize that difficult decisions lie ahead.

But we expect that discussion to be informed by an understanding of what a university is for. The people of Alberta should not settle for less.

David S. Miall is an Associate Professor of English at the University of Alberta where he specializes in British romantic literature, studies of reader response, and literary computing. He previously taught in England, from 1976 to 1989.

Les articles reflètent l'opinion de leurs auteurs et pas nécessairement celle de l'ACPPU. Les vues exprimées sont celles de l'auteur et non nécessairement celles de CAUT.

## Tribune libre/Commentary

CAUT welcomes articles to a maximum of 1,500 words on contemporary issues directly related to postsecondary education. Publication is solely at the discretion of CAUT. Articles should not deal with personal grievance cases nor with purely local issues. They should not be libellous or defamatory, abusive of individuals or groups, and should not make unsubstantiated allegations. Articles may be in English or French but will not be translated. Authors should supply a 150 word summary, for the purposes of translation into the other official language. No pen names. CAUT hopes to publish one such article per issue but this depends on the quality and quantity of submissions. Please submit by E-mail (CAUT@Carleton.ca) or by diskette (word perfect 5.1).

L'ACPPU accepte les articles de 1500 mots au plus portant sur des questions contemporaines directement reliées à l'enseignement postsecondaire. Les articles sont publiés à la seule discrétion de l'ACPPU. Les articles ne devront pas traiter de griefs personnels ni de questions purment locales. Ils ne devront pas être diffamatoires, ne devront pas injurier des personnes ou des groupes et ne devront pas porter d'accusations non prouvées. Les articles peuvent être rédigés en français ou en anglais mais ne seront pas traduits. Les auteurs devront soumettre avec leur texte un résumé de 150 mots en vue de le faire traduire dans l'autre langue officielle. Les articles signés d'un pseudonyme seront rejetés. L'ACPPU espère publier un article par numéro selon la qualité et la quantité des textes soumis. Veuillez transmettre les articles par courrier électronique (CAUT@Carleton.ca) ou sur disquette (Word Perfect 5.1).



## BOOKSHELF / LE COIN DES LIVRES

## Making a Deal: The Art of Negotiating

by Martin Teplitsky  
Lancaster House, 1992

Martin Teplitsky has established a distinguished career as a mediator and arbitrator of labour disputes. Over the years I have heard disputants praise him for his ability to settle disputes while others have complained about his brash tactics and outspoken views. Third-party neutrals who have listened to him recount his exploits in dispute settlement have been known to whisper: "He didn't ... I couldn't possibly do that!" It may well be Teplitsky has earned a reputation as a "no-nonsense" guy, a controversial figure, a man with an "attitude," but he is also recognized as an innovative and effective third-party neutral.

Given his stature in the labour relations community,

one approaches this book with great expectations. One anticipates it might contain insights into the "Teplitsky approach" or it might produce case studies detailing the complexities of negotiations and dispute resolution. It does not, perhaps, in part, because Teplitsky remains active in labour relations. Or, perhaps it will serve as a reference book establishing rules and guidelines for how to conduct negotiations. It might, for example, provide a road map for achieving productive and effective negotiations in the tradition of Fisher and Ury's *Getting to Yes*. No, it is not really like that. This book might be likened to a compass, but it certainly is not a road map.

What we have here is something far more modest. In the introduction, we are told it is important to recognize the negotiator is involved "in three separate

and distinct relationships: first, with your principal; second, with the negotiator for the other party; third, with a neutral, i.e., a conciliator, fact-finder, mediator and/or arbitrator." The purpose of the book is to "explain the negotiator's duties and responsibilities in each of these relationships and the tactics necessary for success" and "to help you achieve more satisfactory settlements in a shorter time frame and with less anxiety." The book offers numerous observations and suggestions about negotiating and never strays from its stated objective to be a practical book. It is clearly and concisely written.

Unfortunately, the book amounts to little more than a collection of one- or two-page vignettes about different aspects of negotiations and third-party intervention. It could have easily been called *The One Minute Negotiator* or *Quick Recipes for Negotiations*. Without a doubt, most of the concerns raised by Teplitsky are valid. For example, he effectively points out what to avoid in negotiations (e.g., the "best deal" syndrome), describes the ineffective and effective use of bargaining leverage and offers some useful tips about what to expect from mediation and arbitration. On other subjects, e.g., "finding creative solutions to impasses," he offers bland advice like "stay optimistic," "keep the other team involved" and "never stop thinking." The treatment of this subject does not measure up to the discussion of creative bargaining in other books such as *Getting to Yes*. The problem with this book is not that the principles discussed are off-target or unimportant, but that much the same message appears elsewhere and is often expressed with more feeling, insight and depth.

I am not convinced this book would appeal to university academic staff engaged in collective bargaining. In my opinion it is most suitable for inexperienced negotiators seeking a concise treatment of the subject. Over the last 20 years, a substantial body of bargaining experience and expertise has been developed within local faculty associations and at the CAUT office in Ottawa. While even experienced negotiators are prone to the pitfalls described by Teplitsky, they are more likely to be attracted to and stimulated by other reference works on negotiations.

(Review by Joseph B. Rose, professor of industrial relations, McMaster University.)

## Academics in Court: The Consequences of Faculty Discrimination Litigation

by George R. Lanoue and Barbara A. Lee  
University of Michigan Press, 1987

This book should be required reading for all participants in the current debate about the Ontario government's current initiative to encourage universities to adopt internal procedures to handle claims of discrimination by students, faculty and staff. The book makes a compelling case for the resolution of as many disputes as possible within the university, because internal procedures will be less expensive and painful for all concerned than resort to external mechanisms such as complaints to or appeals from human rights commissions or litigation in the courts alleging violations of natural justice.

This book is neither a review of the American substantive law with respect to gender and racial discrimination, nor a procedural "how-to" manual on the conduct of anti-discrimination litigation. Instead, the authors conduct an empirical examination of the impact of this kind of litigation on the parties to it, i.e. faculty members as plaintiffs and university administrators as defendants. Because of this focus, the book is of value to Canadian faculty associations and individuals concerned with discrimination issues despite significant differences in the mechanisms by which human rights legislation is enforced in Canada and the United States and the seven-year interval since its first publication.

The authors conducted a detailed analysis of the impact of six American cases in which faculty plaintiffs alleged that they had been discriminated against by their universities, although only five of the cases are described in depth in the book. Four of the cases involved female plaintiffs, and two were brought by minority complainants. In two cases the defendant university administrators prevailed, in three the equality plaintiff prevailed, and in one case the litigation was settled. The authors supplemented these detailed case studies with a mail questionnaire supplemented by telephone interviews with plaintiffs and university attorneys who participated in a broader sample of discrimination cases. The authors also develop a multi-stage model of discrimination litigation to facilitate analysis and comparison of cases arising in different institutions.

The authors conclude that, for plaintiffs, discrimination litigation external to the university has a negative effect on their finances, their relationships with families, friends, and colleagues, their attitudes towards lawyers and the legal process, and their careers, even if the plaintiff was ultimately successful in the case. Despite these negative consequences, most plaintiffs said that even with the benefit of hindsight they would still litigate again, although with more caution, in order to vindicate their own sense of integrity or to improve the situation of others in their own university or in higher education generally. In this respect, one successful plaintiff wrote: "I would dread the hurt, isolation, pain and suffering, but I cannot reasonably expect others to defend our rights. I was right in persisting and would feel cowardly not to do it again, if necessary." (pp. 227)

With respect to the defendant university administrators, one of the more interesting findings is that university counsel indicated they (the administration lawyers) tended to view discrimination litigation more objectively than academic administrators and faculty opposed to the plaintiff, who tended to talk about "principles" and "defending the academic evaluation system" (p. 228), with the result that some universities litigated in a situation

where a modest settlement would have cost the college far less than the expenses of even a successful defense.

The authors also found that external discrimination litigation could be very hard on the plaintiff's peers, if the negative decision was made at the department level and the department was split, since the internal conflicts must now be replayed in the open outside the university, and the prolonged nature of the litigation made it impossible for the internal healing process to begin. Even if the decision which the plaintiff was contesting was made by the administration, the department might be torn between supporting its plaintiff colleague, and aligning itself with the administration which controlled departmental funding.

In discussing how the system could be improved, the authors note that the litigation process imposes heavy costs on both winners and losers, and that attempts to resolve discrimination disputes outside the university result in a significant loss of institutional autonomy. They recommend that lawyers on both sides should do a better job of disclosing the negative consequences of discrimination litigation to both plaintiffs and university administrators in discrimination cases, in the hope that this would induce the parties to use other means of settling conflicts. The authors also note the possibility of using university affirmative action officers or the grievance process to resolve matters within the university. They point out, however, that affirmative action officers are almost always members of the administrative staff, which produces a cross-pressure on the officers if they find that a complaint of discrimination against the university is justified.

With respect to grievance procedures, the authors note that financial cost is relatively low, and claims are likely to be evaluated in a more expeditious manner than with external litigation, but note that if the grievance process is to be effective in resolving discrimination complaints, it must be able to go beyond procedural reviews to examine the substance of a decision in order to determine whether discrimination exists. Finally, the authors suggest that universities explore the use of mediation to resolve disputes about discrimination.

The grievance process at some Canadian universities may be adequate to handle some kinds of discrimination complaints, if there is a collective agreement with a strong anti-discrimination clause which fully covers hiring, tenure and promotion procedures. The grievance process will be less effective in handling faculty discrimination claims in universities without a collective agreement or where there is a collective agreement but there is no anti-discrimination clause or there are gaps in anti-discrimination coverage, e.g. with respect to the appointment or reappointment process. Moreover, the grievance process will be of no help with respect to certain kinds of peer against peer disputes where the employer is not a party to the conflict, or in situations where faculty discriminate against staff or students or students discriminate against other students or against faculty or staff from historically disadvantaged groups.

The development of remedial procedures internal to the university that can deal effectively with all kinds of discrimination complaints in a manner that is expeditious and fair to both parties should be a priority for both faculty associations and university administrators for the reasons documented by the authors of this useful book.

(Review by Jennifer Bonkier, Dalhousie Law School, and member, CAUT Status of Women Committee.)



## New Releases

Community Economic Development:  
In Search of Empowerment

ed. Eric Shrage  
Black Rose Books  
orders: University of Toronto Press  
5201 Dufferin St.  
Downsview, ON M3H 5T8  
tel: (416) 667-7791; fax: 667-7832  
141 pp, \$19.95 paper; \$38.95 cloth

A History of the Modern Middle East  
William Cleveland  
Westview Press  
5500 Central Ave.  
Boulder, CO 80301-2847  
tel: 1-800-456-1995; 303-444-3541  
516 pp; \$24.95 softcover; \$64.95 hardcover

Plunder, Profit, and Paroles:  
A Social History of the War of 1812  
in Upper Canada  
George Sheppard  
McGill Queen's University Press  
orders: Laurentian University Bookstore  
Ramsey Lake Rd., Sudbury, ON P3E 2C6  
tel: 705-673-6504; fax: 675-4801  
334 pp; \$39.95; hardcover

Just Ask!  
Howard Davidson  
orders: Detselig Enterprises  
210 - 1220 Kensington Rd. N.W.  
Calgary, AB T2N 3P5  
tel: (403) 283-0900; fax: 283-6945  
184 pp; \$12.95; softcover



# CAUT/ACPPU BULLETIN

## CAUT/ACPPU BULLETIN

Advertisements which state a deadline date for submission of applications that is before the 30th of the month of publication cannot be accepted.

The publisher will not accept advertisements of academic positions restricting applications on grounds of race, national origin, religion, colour, sex, age, marital status, family status, ethnicity, handicap, sexual preference, social origin, or political beliefs or affiliation. CAUT expects that all positions advertised in the Bulletin are open to both men and women. Advertisements using gender specific language will not be accepted except when the language has been mandated by Human rights legislation. Where any bona fide reasons for exemption from general policy stated above exist, it is the responsibility of the institution which intends to place a restrictive advertisement to provide the Editor of the Bulletin with a statement as to these reasons.

Many Canadian universities are signatories to the Federal Contractors Program. The program requires that suppliers of goods and services to the federal government who employ 100 persons or more and who want to bid on federal contracts (including research contracts) of \$200,000 or more must commit themselves to implementing employment equity as a condition of their bid. This commitment requires the identification and removal of artificial barriers to the selection, hiring, promotion and training of women, aboriginal peoples, persons with disabilities and visible minorities. As a result, applicants for some positions advertised in the CAUT Bulletin may be asked to provide information of a confidential nature.

As a service to CAUT members interested in positions available in other countries, the Bulletin accepts advertisements for these positions. The view of academic freedom and the extent to which it is protected in other countries may vary. Except in the case of the United States, where the Association of American University Professors (AAUP) investigates alleged violations of academic freedom, there is no method by which we can provide any verifiable information concerning the state of academic freedom at universities outside of Canada. CAUT publishes a list of universities censured by AAUP twice a year. Further information about those censures can be obtained by writing to AAUP, Suite 500, 1012 - 14th St. N.W., Washington DC 20005; tel: 202-737-5900.

Ne peuvent être acceptées les annonces qui mentionnent une date limite pour la réception des demandes avant le 30 du mois de publication.

L'éditeur n'accepte pas d'annonces de postes d'administration ni d'enseignement qui restreignent les candidatures pour des raisons de race, d'origine raciale, de religion, de couleur, de sexe, d'âge, d'état civil, de situation familiale, ethniques, d'handicap, d'orientation sexuelle, d'origine sociale ou de convictions ou d'attaches politiques, générales. L'ACPPU s'attend à ce que tous les postes annoncés dans le Bulletin soient offerts aux hommes et aux femmes. Les annonces utilisant un langage sexiste ne sont pas acceptées à moins que la loi ou les droits de la personne ne le permettent. Il incombe à l'établissement qui a l'intention de faire paraître une annonce restrictive de fournir à la rédaction du Bulletin une déclaration énonçant ces raisons.

Beaucoup d'universités canadiennes se sont jointes au Programme de contrats fédéraux. Le programme exige que les fournisseurs de biens et services au gouvernement fédéral qui emploient au moins 100 personnes et veulent soumissionner des contrats fédéraux (y compris des contrats de recherche) d'au moins 200 000 \$ doivent s'engager, comme condition de la soumission, à appliquer l'équité dans l'emploi. Cet engagement exige que l'on supprime tout obstacle artificiel à la sélection, à l'embauche, à l'avancement et à la formation des femmes, des autochtones, des personnes handicapées et des minorités visibles. À cette fin, on pourra demander aux candidat(e)s à certains postes annoncés dans le Bulletin de l'ACPPU de fournir des renseignements à caractère confidentiel.

Le Bulletin accepte les offres d'emploi à l'extérieur du Canada à titre de service pour les membres de l'ACPPU qui pourraient être intéressés. La perception de la liberté universitaire et son degré de protection peut varier d'un pays à l'autre. À l'exception des États-Unis, où l'Association of American University Professors (AAUP) enquête sur des prétendues violations de la liberté universitaire, il n'existe aucune méthode nous permettant de vérifier la situation de la liberté universitaire dans les universités étrangères. Deux fois par année, l'ACPPU publie une liste d'universités censurées par l'AAUP. Pour obtenir des renseignements supplémentaires sur ces censures, prière d'écrire à l'AAUP, suite 500, 1012 14th St. N.W., Washington, DC 20005; tél: (202) 737-5900.

### ACCOUNTANCY

**UNIVERSITY OF WATERLOO** - School of Accountancy. Applications are being invited for a tenure track position at the Assistant Professor rank from those with teaching and research interests in (1) auditing and taxation, (2) financial accounting, (3) finance, (4) management accounting and information systems, (5) taxation, PhD or equivalent. Salary commensurate with qualifications and experience. Appointment effective July 1, 1994. Send resumes to the Director, School of Accountancy, University of Waterloo, Waterloo, Ontario N2L 3G1. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. It is the intention of the University of Waterloo to fill its vacancies with recent PhD graduates appointed as Assistant Professors wherever possible. The University of Waterloo encourages applications from qualified women and men, members of visible minorities, native peoples, and persons with disabilities. This appointment is subject to the availability of funds.

### ADMINISTRATIVE STUDIES

**YORK UNIVERSITY** - Faculty of Administrative Studies. Applications are invited for an International Business position. The Faculty is seeking a member, with a proven record of research in international business which is demonstrated by publications in the relevant journals. Rank to be determined depending on qualifications and experience. Candidates should have a PhD degree, be able to administer research, and have a proven record of collaborative research ventures with faculty colleagues, as well as with faculty at schools with whom York has exchange arrangements, and be able to raise research funds. Appointment to a Functional Area of preference in Finance, International Business, International Accounting or International Management. The Faculty of Administrative Studies is the largest graduate business school in Canada offering programs in Accounting, MBA, MPA, International MBA, and PhD degrees, as well as the undergraduate BBA degree. Appointment to the above position is expected to be effective July 1, 1994, or as soon thereafter as a successful candidate is available. Applications should be forwarded to: Prof. Ann Gillis, Department of Administrative Studies, York University, North York (Toronto), Ont. M3J 1P3. York University is implementing a policy of employment equity, including affirmative action for women faculty, in accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

### AGRICULTURAL ECONOMICS

**UNIVERSITY OF SASKATCHEWAN** - A tenure track (possibly renewable) term position is available at the Assistant Professor level. PhD (or recent ABD) in Agricultural Economics is required. The successful candidate will teach classes in Canadian Agricultural Marketing Systems and other areas of specialization in the undergraduate and (possibly) Master's level. Appointment is effective July 1, 1994. Salary is commensurate with qualifications. Applications close when the position is filled. In accordance with Canadian immigration requirements, this announcement is directed in the first instance to Canadian citizens and permanent residents of Canada. The University of Saskatchewan is committed to the principle of employment equity. Women candidates, candidates of aboriginal descent, and candidates from other minority groups are especially encouraged to apply. Candidates should send their CV and transcripts and arrange to have three letters of reference sent to: Head, Department of Agricultural Economics, University of Saskatchewan, Saskatoon, Saskatchewan, Canada S7N 0W0.

### ANTHROPOLOGY

**LAKEHEAD UNIVERSITY** - The Department of Anthropology at Lakehead University invites applications for a probationary (tenure-track) appointment in socio-cultural anthropology with a research interest in the North and, preferably, medical anthropology commencing August 1, 1994. The applicant should have a PhD in anthropology and a strong commitment to research. Previous university level

teaching experience in the listed subject areas is desirable and the capability of teaching biological anthropology at the second or third level would be an asset. Responsibilities include undergraduate teaching and honours thesis supervision, research and administration duties. This position is subject to final budgetary approval. Interested applicants should send a curriculum vitae and the names and addresses of three referees to: Dr. J. Gellert, Dean of Arts and Science, Lakehead University, Thunder Bay, Ontario, Canada P7B 5E1. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Lakehead University is committed to employment equity and encourages applications from women, members of visible minorities, aboriginal persons, and persons with disabilities.

**THE DEPARTMENT OF ANTHROPOLOGY, University of Western Ontario**, invites applications for a probationary tenure track full time appointment in Biological Anthropology at the Assistant Professor level. Applicants should hold a PhD or be near completion, and be able to teach and do research in the field of human evolution and good teaching skills. In order of preference, the successful candidate will have expertise in paleogenetics, paleoanthropology, or other fields of biological anthropology. The current salary for assistant professor is \$40,093. Position to be filled by September 1, 1994. Applicants must submit a curriculum vitae, evidence of teaching effectiveness, and a copy of a letter of reference sent before June 15, 1994, to: Dr. Christopher Ellis, Chair, Department of Anthropology, University of Western Ontario, London, Ontario N6A 5C2 (Canada). Applications should be sent to: Positions are subject to budgetary approval. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. The University of Western Ontario is committed to employment equity, welcomes diversity in the workplace, and encourages applications from all qualified individuals including women, members of visible minorities, aboriginal persons, and persons with disabilities.

### BIOLOGY

**MOUNT ALLISON UNIVERSITY** - Department of Biology. Applications are invited for an eight-month term position in the Biology Department to teach in the areas of animal behaviour and fish biology, subject to budgetary approval. An applicant should hold a PhD and have a commitment to teach. Duties include undergraduate teaching and research. The appointment will be at the Assistant Professor rank and will commence on September 1, 1994. The salary will be \$23,000 per term, subject to an economic adjustment. An application should include a curriculum vitae, a statement of teaching interests, three letters of recommendation, and should be sent to: Dr. Robert Ireland, Head and Chair of the Search Committee, Department of Biology, Mount Allison University, Sackville, New Brunswick, Canada B4A 2C9. The closing date for receipt of applications is May 31, 1994. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Applications are encouraged from minority groups and both genders.

**MOUNT ALLISON UNIVERSITY** - Department of Biology. Applications are invited for a two-year term position in the Biology Department to teach in the areas of animal physiology and general zoology, subject to budgetary approval. An applicant should hold a PhD and have a commitment to teach. Duties include undergraduate teaching and research. The appointment will be at the Assistant Professor rank and will commence on July 1, 1994. The 1993-94 salary range is \$34,720 to \$48,720. The appointment will be made at the floor for the rank. An application should include a curriculum vitae, a statement of teaching interests, three letters of recommendation, and should be sent to: Dr. Robert Ireland, Head and Chair of the Search Committee, Department of Biology, Mount Allison University, Sackville, New Brunswick, Canada B4A 2C9. The closing date for receipt of applications is May 31, 1994. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Applications are encouraged from minority groups and both genders.

### BUSINESS ADMINISTRATION

**ACADIA UNIVERSITY** - School of Business Administration. The Acadia School of Business seeks to produce graduates who are managers able to handle change. Our niche is Enterprise Development (entrepreneurship, intrapreneurship, small business, family business, areas where a company faces fundamental changes in direction). We stress competency in the core areas of business administration, understanding of the social environment, and proficiency in communication. Our teaching style emphasizes a multi-disciplinary approach to business problems and extensive opportunities to take student out into the business environment to work on projects. We emphasize the quality in teaching and the development of supportive student-faculty relationships. Competency in research is required and supported. We are a school in Atlantic Canada interested in the business community of Atlantic Canada. If this describes you, please forward your curriculum vitae and a cover letter to a nine month contract position in Management Information Systems, available September 1, 1994. The position will be re-advised next year as tenure stream available May 1, 1995. You must have a Master's degree in MIS, relevant practical experience and teaching experience. The position will require a PhD (complete or ABD) plus practical experience in MIS. Acadia has 3500 students; the School at 500, is the largest teaching unit. We are situated in Wolfville, Nova Scotia, one of the most beautiful spots in Canada and one hour from metropolitan Halifax. The Acadia Centre for Small Business and Entrepreneurship provides a vital link between business and the community. We offer four year BBA and BBA(Honours) programs and BBA's with minors in French, German, or Spanish. All our programs are taught within the liberal education environment of Acadia University. Acadia's theme is A place to grow. Perhaps we are the place where you can grow. Write to: Dr. Fraser Dunlop, P.Eng., Director, School of Business Administration, Acadia University, Wolfville, Nova Scotia B0P 1X0. Acadia University is an Equal Opportunity Employer. Acadia University reserves the right to fill these positions.

**ALGOMA UNIVERSITY COLLEGE** - Department of Business Administration. A potential opening at the probationary level with the Department of Business Administration in the areas of Accounting, Marketing or Organizational Behaviour/Human Resources. The appointment will be made at the rank of Lecturer or Assistant Professor. Salary will be commensurate with qualifications and experience. Minimum qualifications for the Accounting area are a Graduate degree with a major in Accounting or a C.A. designation. Minimum qualifications for the areas of Marketing or Organizational Behaviour/Human Resources Management is a PhD in the respective or related disciplines. This advertisement is subject to budgetary approval. Applications will be accepted on a rolling basis and will be in conformity with Immigration Canada requirements, priority will be given to Canadian citizens and permanent residents. Algoma University College encourages applications from qualified women and men, members of visible minorities, native peoples and persons with disabilities. Applicants should send a current curriculum vitae with three references, to: Prof. James Gibson, Academic Dean, Algoma University College, 1520 Queen Street East, Sault Ste. Marie, Ontario P6A 2G4.

**MEMORIAL UNIVERSITY OF NEWFOUNDLAND** - The Faculty of Business Administration is seeking tenure track applications in the areas of Marketing, OT/OB/HR and Accounting. Occasionally, contractual and visiting positions are available. Exceptional candidates may be hired in other functional areas. Appointments are possible at all ranks. Employment dates are flexible, and salaries are competitive and depend upon qualifications and experience. Tenure-track applicants should hold a doctoral degree in business or be near completion. The Faculty has Institutes in the areas of small business and management development. In accordance with Canadian immigration requirements, this advertisement, in the first instance, is directed to Canadian citizens and permanent residents. Memorial University is committed to

employment equity. Please send 2 copies of your CV to: Dr. Bill Bleke, Dean, Faculty of Business Administration, Memorial University of Newfoundland, St. John's, NF, Canada A1B 3X5; Telephone (709) 737-5551; Fax (709) 737-2467.

### CHEMISTRY

**UNIVERSITY OF SASKATCHEWAN**, Department of Chemistry, NSERC Women's Faculty Award. The Department of Chemistry is seeking to nominate a candidate for the NSERC Women's Faculty Award in 1995. Appointment beyond the NSERC-funded period will be at a tenurable rank. Applicants from all areas of chemistry will be considered. Applications will be accepted until April 17, 1994. Applicants should provide a curriculum vitae, list of publications, and summary of research interests and plans, and have at least three confidential letters of reference sent on their behalf. To: Chair, Appointments Search Committee, Department of Chemistry, University of Saskatchewan, Saskatoon, SK, Canada S7N 0W0. FAX: (306) 966-4730. EMAIL: WEEKN@SASK.USASK.CA. The University of Saskatchewan is committed to the principles of Employment Equity; candidates of aboriginal descent and persons with disabilities are especially encouraged to apply. Only Canadian citizens and permanent residents qualify for this position.

**UNIVERSITY OF WATERLOO** - Chemistry. The University of Waterloo is committed to the principles of Employment Equity; candidates of aboriginal descent and persons with disabilities are especially encouraged to apply. Only Canadian citizens and permanent residents qualify for this position. The University of Waterloo is seeking a candidate for a definite-term faculty appointment in the area of organic chemistry at the level of Assistant Professor, to be started in September 1, 1994 or January 1, 1995. The successful candidate will have a PhD in Chemistry, and must have relevant post-doctoral experience in organic chemistry. The position involves a commitment to the accomplishment in organic chemistry. We are seeking an individual with an excellent academic record, a strong promise, who will establish an interesting research program and participate in undergraduate and graduate teaching. Although preference will be given to candidates with expertise in physical organic chemistry, emphasis will be placed upon the candidate's record of achievement and commitment to the subfield specialization. The salary will be commensurate with education and experience. The University of Waterloo offers a stimulating and pleasant environment in which to work: the associated Guelph-Waterloo Centre for Graduate Work in Chemistry (GWGC) is one of the largest centres of its kind in the world in Canada. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. The University of Waterloo is an Equal Opportunity Employer. We encourage applications from qualified women and men, members of visible minorities, native peoples, and persons with disabilities. A complete application must include a curriculum vitae, list of publications, a summary of research interests, an outline of proposed research, and the names and addresses of at least three references. The application should be sent to: Professor F.R. McCreary, Chair, Department of Chemistry, University of Waterloo, Waterloo, Ontario, Canada N2L 2G1. This appointment is initially for a three-year term, and may be renewable, and is subject to the availability of funds.

### CLASSICS

**UNIVERSITY OF NEW BRUNSWICK**, Watson Campus, Department of Humanities and Languages, invites applications for a tenure track position in Classics at the Assistant Professor level. The successful applicant will have a PhD, teaching experience, and demonstrated research ability. The Department is looking for a generalist whose responsibilities will include maintaining an undergraduate program with courses such as Literature in Translation; Greek and Roman History and Civilization; Latin and Archaeology. The successful applicant will serve as the only classicist in an interdisciplinary department. Applications, including curriculum vitae and the names of three referees, should be sent by FAX to: Dr. James Noble, Acting Dean of Arts, University of New Brunswick, PO Box 5050, Saint John, N.B. E2L 4E4. Closing date for applications will be June 19, 1994. The University of New Brunswick is committed to the principle of employment equity. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Memorial University is committed to

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#### CLASSICAL STUDIES

**TRENT UNIVERSITY** - Subject to budgetary approval the Department of Classical Studies invites applications for a 9 month limited term appointment at the rank of Lecturer or Assistant Professor, to commence on 1 September 1994. The successful candidate will be expected to teach a full or half-course in archaeology and art history (the ancient city introduction to classical archaeology as well as certain elementary and intermediate courses in Greek and Latin. Applicants, who should demonstrate both good teaching ability and potential as a scholar, should send a curriculum vitae and a letter of reference to be very near completion. Professor J.C. Storey, Department of Classical Studies, Trent University, Peterborough, Ontario K9J 7B8, and should include the names of three referees whom you may contact. The deadline for applications is May 31, 1994. In accordance with the Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Trent University is an Employment Equity Employer and especially invites candidates from women, aboriginal peoples, visible minorities, and disabled persons.

#### COMMERCE

**MOUNT ALLISON UNIVERSITY** - Department of Commerce. Applications are invited for an eight month sabbatical replacement position in the Commerce Department teaching undergraduate students in the marketing and management areas. The appointment will commence on September 1, 1994, subject to budgetary approval. Applicants should hold a PhD, or an MBA with related work and teaching experience. A demonstrated commitment to on-going research is most desirable. Mount Allison is a liberal arts institution which stresses personal interaction between students and faculty. The candidate would be expected to perform duties as a faculty member in addition to contributing to other departmental functions. The appointment will be made at the rank of Assistant Professor. The 1993-94 salary range is \$34,784 to \$48,872. An application should include a curriculum vitae and the names of three referees, and should be sent to: Professor Neville Rath, Head and Chair of the Search Committee, Department of Commerce, Mount Allison University, Sackville, N.B. E0A 3G0, E-

MAIL: NRALPH@MTACCA. The closing date for receipt of applications is May 31, 1994. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Applications are encouraged from those who have demonstrated research and teaching experience in the areas of Finance, Industrial Relations, Management Science, Marketing, and Organizational Behaviour. A PhD or equivalent and strong research interests required for permanent positions. Masters and doctoral students are acceptable for visiting or limited term appointments. Salary and rank depend on qualifications. Applications are welcome until positions are filled. Positions are subject to budgetary authorization. Appointments are normally effective as of July 1. Please send resumes to: Dr. M. John Brennan, Dean, College of Commerce, University of Saskatchewan, Saskatoon, Saskatchewan S7N 0W0.

#### COMPUTER SCIENCE

**TRENT UNIVERSITY** - Computer Science Department invites applications for a limited term appointment at the Assistant Professor rank commensurate with qualifications and experience of the successful candidate. This appointment will be for 10 or 12 months commencing in July or August, 1994. It will involve undergraduate teaching and research in the areas of computer science and science environment, the undertaking of research, and participation in the academic affairs of the Computer Science Program. The successful candidate should have an interest in one or more of the following areas: software engineering, algorithm analysis, and an understanding of the human and social impact of computing technology. Qualifications: A PhD in Computer Science or a related field is preferred, but a record of significant achievement in the field of computing will be favourably considered. Experience in teaching and designing undergraduate computer science courses is a definite asset. The Environment of the University is a small, 5,000-student, arts and sciences university with a reputation for excellence in undergraduate education and situated at Peterborough, Ontario (adjacent to Toronto) with excellent computers and networked workstations are available as are microcomputer networks used for laboratory instruction and research. Closing date for applications is May 31, 1994. In accordance with the Canadian Immigration requirements, this notice is directed to Canadian citizens and permanent residents. Trent University is an Employment Equity Employer and especially invites candidates from women, aboriginal peoples, visible minorities, and disabled persons. Applications should include a curriculum vitae and the names and addresses of three referees and be sent to: Professor J.W. Joy, Chair, Computer Studies

Program, Trent University, Peterborough, Ontario K9J 7B8. Phone: (705) 748-1289, FAX (not private): (705) 748-1625, E-mail: Jjoy@Trent.UCA. **THE UNIVERSITY OF OTTAWA** - The Department of Computer Science. Applications for one-year positions, including those in Computer Science or closely related disciplines are required, along with strong potential in research. Candidates must possess excellent teaching skills. Preference will be given to candidates in the areas of telecommunications and software engineering. Candidates should state if they are able to teach in French, or English, or both. The Department offers Bachelor, Master, and PhD degree programs. It has well-established research groups in algorithms and complexity, artificial intelligence, simulation, software engineering, telecommunications. In accordance with the Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. To apply, send a curriculum vitae (with names and addresses of three referees) to Luigi Loggipio, Chair, Department of Computer Science, University of Ottawa, Ottawa, Ontario, K1N 6N5.

**L'UNIVERSITÉ D'OTTAWA** - Le département d'informatique, recrute présentement des professeurs(e) pour des postes d'un an. On demande un doctorat en informatique (de préférence avec un excellent potentiel dans la recherche. Les candidats(e) doivent posséder une maîtrise excellente de l'enseignement. La préférence sera accordée aux candidat(e)s dans les domaines de systèmes de télécommunication, simulation, génie des logiciels, et complexité. Les candidat(e)s sont priés de mentionner s'ils/elles peuvent enseigner en anglais, en français, ou dans les deux. Le département offre des programmes en informatique aux niveaux de baccalauréat, maîtrise, et doctorat. Il y a des groupes de recherche bien établis dans les domaines des algorithmes et de la complexité, intelligence artificielle, simulation, génie des logiciels, et télécommunications. Conscientement aux exigences prescrites au niveau d'immigration au Canada, cet avis est adressé aux citoyens canadiens et aux résidents permanents. Envoyez votre curriculum vitae (avec les noms et adresses de trois références) à Luigi Loggipio, Directeur, Département d'informatique, Université d'Ottawa, Ottawa, K1N 6N5.

#### DENTISTRY

**UNIVERSITY OF BRITISH COLUMBIA** - Faculty of Dentistry. Applications are invited for a joint appointment to the Vancouver Hospital and Health Sciences Centre and the Faculty of Dentistry, University of British Columbia. As Head of the Department of Dentistry, Vancouver Hospital and Health Sciences Centre the successful candidate will be responsible for administering and development of the Hospital Department, and as Head of the Division of Hospital Dentistry, University of British Columbia for coordinating and participating in the undergraduate/post-graduate programs at the University of British Columbia.

affiliated hospital dental departments. The candidate must have experience in the field of hospital dentistry and is expected to have advanced training in disciplines. The applicant must have evidence of skills in teaching and research. The position is subject to budgetary approval. The Hospital and the University of British Columbia welcome all qualified applicants, especially women, aboriginal people, visible minorities, and persons with disabilities. In accordance with requirements, this advertisement is directed to Canadian citizens and permanent residents. Applicants are requested to forward a letter of application and curriculum vitae. In addition, they should arrange for three referees to be forwarded independently. Deadline for receipt of applications is July 31, 1994. Applications or further inquiries may be directed to: Dr. Charles J. Wright, Vice-President, Medical and Health Affairs, Vancouver Hospital and Health Sciences Centre, 855 West 12th Avenue, Vancouver, BC V6M 1M5. Telephone: (604) 275-4765.

**UNIVERSITY OF MANITOBA** - Department of Preventive Dental Science. Applications are invited for one full-time tenure-track position in the Department of Preventive Dental Science. Responsibilities will include the Headship of the Department of Preventive Dental Science and the Section of Orthodontics, and the department encompasses the disciplines of Community Dentistry, Dental Jurisprudence, Ethics, Graduate and Undergraduate, Orthodontics, Paediatric Dentistry, Practice Management, and Public Health and Epidemiology. Preferred areas of research expertise are oral physiology, biomaterials, connective tissue biology, and dental materials. Didactic, predictive and clinical teaching in the undergraduate and graduate orthodontic programs will be required. CDA/ADA accredited orthodontic training and research experience are required. An advanced degree (minimum M.Sc.) is required. Applicants must be eligible to hold dental licensure in Manitoba. Private practice privilege extra- or intramurally is available one day per week. Competitive salary will be commensurate with qualifications and experience. The University of Manitoba encourages applications from qualified women and men, including members of visible minorities, and persons with disabilities. The University offers a smoke-free, tobacco-free and protected specially designated areas. This advertisement is directed to Canadian citizens and permanent residents. To apply, send a curriculum vitae, a letter of application, complete with curriculum vitae and the names and addresses of three referees, to: Dr. J.N. Wright, Associate Dean, D113 Dean's Office, 160-1610 Broadway, Winnipeg, Manitoba, Canada R3E 0W2. Deadline for receipt of applications is July 1, 1994 or until positions filled.

**MOUNT ALLISON UNIVERSITY** - Department of Economics. Applications are invited for a tenure-track or term

position, commencing on July 1, 1994, subject to budgetary approval. An appointment should hold a PhD in Economics and should be committed to research and undergraduate teaching in a small liberal arts institutional setting. The successful candidate should have a demonstrated research and teaching expertise in the Japanese economy. The ability to contribute to the general curriculum in Economics will be an asset. The appointment will be made at the rank of Assistant Professor for which the 1993-94 salary range was \$34,784 to \$48,872. An application should include a curriculum vitae and the names of three referees, and should be sent to: Dr. Frank Strain, Head and Chair of the Search Committee, Department of Economics, Mount Allison University, Sackville, N.B. E0A 3G0, E-mail: FSTRAIN@MTACCA. The closing date for receipt of applications is May 31, 1994. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Applications are encouraged from minority groups and both genders.

#### EDUCATION

**SAINT MARY'S UNIVERSITY** - The Faculty of Education at Saint Mary's University invites applications for a limited term appointment in the area of secondary education. Candidates with interest and expertise in one or more of the following areas are invited to apply: Sociology of Education, Curriculum Theory and Practice, English Methods, and Instructional Technology. Specialized areas of research include: Educational Issues and Education, Educational Administration. Preference will be given to candidates with an earned doctorate, school experience and a demonstrated commitment to secondary education. Starting date is September 1, 1994. Review is subject to budgetary approval. In accordance with Canadian Immigration requirements this advertisement is directed to Canadian citizens and permanent residents. Saint Mary's University encourages applications from women, aboriginal peoples, visible minorities and other minority groups. Applications should include a curriculum vitae, a letter of application, and a letter of reference from three referees. The candidate is competent to teach. All applications must be sent to: Dr. Tony Piper, Dean of Education, Saint Mary's University, Halifax, Nova Scotia B3H 3C3. Applications will be accepted until the positions are filled.

**MOUNT ALLISON UNIVERSITY** - Department of Education. Applications are invited for a full-time sabbatical replacement position in the Education Department commencing August 1, 1994, subject to budgetary approval. The department offers a highly selective one-year post-baccalaureate B.Ed degree program to prepare students for teaching positions. Applicants should have a graduate degree in Education/School Psychology and have teaching

experience in the public school system, preferably at the secondary school level. Experience in assisting students with learning and behavioural problems is also required. Responsibilities will include teaching and supervising students in a small liberal arts institutional setting. The successful candidate should have a demonstrated research and teaching expertise in the Japanese economy. The ability to contribute to the general curriculum in Economics will be an asset. The appointment will be made at the rank of Assistant Professor for which the 1993-94 salary range was \$34,784 to \$48,872. An application should include a curriculum vitae and the names of three referees, and should be sent to: Dr. Frank Strain, Head and Chair of the Search Committee, Department of Economics, Mount Allison University, Sackville, N.B. E0A 3G0, E-mail: FSTRAIN@MTACCA. The closing date for receipt of applications is May 31, 1994. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Applications are encouraged from minority groups and both genders.

**THE ONTARIO INSTITUTE FOR STUDIES IN EDUCATION** - The Higher Education Group at the Institute for Studies in Education invites applications for a tenure-track position specializing in the administration and organization of higher education. The successful candidate will be responsible for supervising the graduate studies program at the University of Toronto. Working within a small academic unit, the successful applicant will be expected to develop ties with scholars in other OISE and University of Toronto departments, as well as with members of the broader higher education community. Responsibilities will include supervision of several doctoral students and experience. The position is available September 1, 1994 or as can be agreed upon by mutual consent. To-date curriculum vitae and the names of three or more referees should be submitted by June 1, 1994 to: Dr. Malcolm A. Levin, Assistant Director of Graduate Studies, 252 Bloor Street West, Toronto, Ontario M5S 1A5. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. OISE is committed to principles of equity in employment and encourages applications from disadvantaged groups (women, visible minorities, persons with disabilities) and members of Canada's First Nations.

#### ENGINEERING

**CARLETON UNIVERSITY** - The Department of Civil and Environmental Engineering at Carleton University is recruiting students for a two-year program leading to the Bachelor of Engineering in Environmental Engineering. Students enrolled in the first two years of the program now total 60, and the first graduates are expected in the Spring 1996. This program is one of the two degree programs offered by the Department and is one of only three such programs currently in Canada. Applications are invited for a tenure-track position, which is subject to budgetary approval. In this program the Assistant Professor will start July 1, 1994. The successful candidate will be expected to teach undergraduate and graduate courses in environmental engineering, conduct research and supervise graduate students, and take an active part in the further planning and development of the laboratory and research facilities for the environmental engineering program. Applicants must have a bachelor's and a doctoral degree in engineering. The ideal candidate will have a doctoral degree in environmental or civil engineering, or another engineering discipline with a strong specialization in environmental engineering. Areas of particular interest to the Department include biological treatment processes, solid waste management, microbiology, and toxicology in environmental engineering, and environmental planning. Membership or eligibility for membership in a Canadian

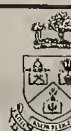
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### PRESIDENT UNIVERSITY OF PRINCE EDWARD ISLAND

The Presidential Search Committee of the University of Prince Edward Island (U.P.E.I.) invites applications and nominations for the position of President.

U.P.E.I. was founded in 1969. Although U.P.E.I. is a relatively new institution, it has deep roots that can be traced back over 150 years through its predecessors, the Central Academy, Prince of Wales College, St. Andrew's College, and Saint Dunstan's University. U.P.E.I., which is the only university in the province, is located in the provincial capital, Charlottetown. The university has 2691 full-time and 776 part-time students, and approximately 218 faculty and 359 staff. It had an operating budget of \$40 million in 1993-94.

Although modest in size, the university offers a wide range of programs including Arts and Sciences, Education, Music, Engineering, Business Administration, Nursing and Veterinary Medicine. U.P.E.I. is principally an undergraduate teaching institution. Graduate study is offered in the Faculty of Veterinary Medicine.

The President is Vice Chancellor and Chief Executive Officer in the University, and is responsible to the Board of Governors for directing the implementation of the educational policy of the university and its general administration.

Nominations should be accompanied by supporting materials which should include a brief biographical sketch of the person(s) nominated. Applications should include a curriculum vitae and names of three referees. Applications should be submitted in confidence by June 15, 1994 to:

Dr. P. Smith or Dr. M. Munro, Co-Chairs  
Presidential Search Committee  
Box 25  
University of Prince Edward Island  
550 University Avenue  
Charlottetown, P.E.I. C1A 4P3

The starting date for this appointment is July 1, 1995. In accordance with Canadian Immigration requirements, this advertisement is directed in first instance to Canadian citizens and permanent residents. The University of Prince Edward Island is committed to the principle of equity in employment.

### Faculty of Social Work Academic Vacancies

The University of Calgary Faculty of Social Work has a strong commitment to excellence in support of professional social work and practice research. It has an enrolment of more than 500 students and 48 full-time equivalent faculty members. The Faculty offers BSW, MSW and PhD programs in Calgary, and BSW programs in Edmonton and Lethbridge.

The Faculty invites applications for the following positions effective July 1, 1994. The successful candidates must have a doctorate in Social Work, relevant scholarly publications, evidence of success in funded research competitions, direct social work practice experience, and evaluated social work university-level teaching experience. Applicants to the Full Professor competition must currently hold this rank.

**Full Professor** - a nationally and internationally recognized record of funded research and publications, extensive record of teaching at the MSW and PhD levels in clinical practice.

**Associate Professor** - interdisciplinary experience within the field of rehabilitation, with preferred emphasis on long-term mental health disability and related research practice, extensive research and publication record, and graduate student supervision.

**Assistant or Associate Professors** (two positions) - social work practice and direct practice teaching experience in one or more areas of substance abuse, children's mental health, or practice with culturally diverse groups. Rank commensurate with experience and qualifications.

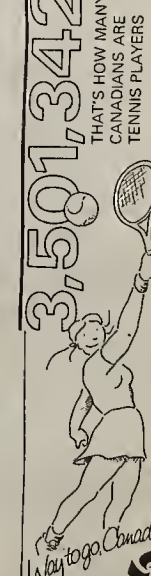
**Assistant Professor** - professional social work experience in working with First Nations people and a beginning demonstrated teaching and research record. Fluency in a First Nations language will be an asset in this competition.

In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. The University of Calgary is committed to Employment Equity. The University offers a Dual Career Employment Assistance Workshop for spouses.

Positions are subject to final funding approval. This competition will remain open until qualified applicants have been chosen, recruitment activities, however, will commence April 30, 1994. Please send a letter of application, a curriculum vitae, and the names and addresses of three referees to:

Dr. Ray J. Thomlinson, Dean  
Faculty of Social Work  
The University of Calgary, Calgary, Alberta T2N 1M4  
Telephone: (403) 220-5945 Facsimile: (403) 282-7269

**THE UNIVERSITY OF CALGARY**





Professional Engineering Association in preferred. In accordance with Canadian Immigration requirements, the advertisement is directed to Canadian citizens and permanent residents. Carleton University is committed to the equality of employment for women, aboriginal peoples, visible minorities, persons with disabilities. Persons from these groups are encouraged to apply. Applicants should send by mail a curriculum vitae including educational background, employment history, research and teaching experience and interest, name and address of at least three references to: Dr. R. H. MacPhie, Chair, Department of Civil and Environmental Engineering, Carleton University, 1125 Colonel By Drive, Ottawa, Canada K1S 5B6; Telephone: (613) 762-5500 Ext. 5799; Fax: (613) 762-5961.

**UNIVERSITY OF CALGARY - The Department of Geomatics Engineering** invites applications for an Assistant Professor (tenure track) in Remote Sensing effective September 1, 1994. Applicants should have a PhD in engineering or applied sciences. Experience in remote sensing, specifically in digital analysis of imagery from airborne and satellite sensors, is a major asset. Background in photogrammetry and automated data capture is highly desirable. The successful candidate will conduct teaching and research in remote sensing, digital image processing, environmental monitoring and mapping, and global change detection. The candidate is expected to develop a research program within the Remote Sensing/GS group, and be capable of attracting external funding to support research activities and graduate student support. The Department has a well equipped Microcomputer lab with PCs, Pentium computers, and UNIX based workstations, several vector plotter/plotting devices, and software packages such as: EASIPACE, ARC/INFO, SPANS, IDRISI, Microfit, and AutoCAD. The successful candidate should possess an ASD high speed scanner as well as merge processing hardware and software. The Department's Remote Sensing and GIS Lab is equipped with Sun, SGI and Next workstations with a photocopied color printer. Student numbers are currently 30-35 in the undergraduate program and 50-55 in the graduate program. The University of Calgary is committed to Employment Equity. Applications including a detailed curriculum vitae and a complete list of publications should be submitted by July 30, 1994. Letters of reference should be mailed directly to: Head, Department of Geomatics Engineering, University of Calgary, 2500 University Drive NW, Calgary, Alberta T2N 1N4.

**UNIVERSITY OF WESTERN ONTARIO - The Department of Civil Engineering** has established an international reputation in the field of Structural Engineering and Design with research interests in a range of potential areas such as the restoration and rehabilitation of structures, new materials or construction robotics. A self-styled initiative, you will be responsible for developing a vigorous research activity which will complement and expand the existing areas of expertise in the department. You will also supervise graduate students, instruct in undergraduate or graduate courses, and participate in other academic or professional activities. Your academic background, field of PhD research and experience will be such that you will be enthusiastic about teaching senior undergraduate courses in structural design and junior undergraduate courses in related areas such as statics, mechanics, and computing, if requested to do so. You will have a proven research record, excellent communication and teaching skills, an indicated ability to work closely with industry and be eligible for registration as a Professional Engineer in Ontario. If you share our commitment to excellence in teaching and research and see a way to pursue a rewarding academic career, please forward your curriculum vitae, a statement of how you would contribute and provide leadership, and the names of three referees to: Dr. R. K. Rowe, P. Eng., Chair, Department of Civil Engineering, The University of Western Ontario, London, Ontario, Canada N6A 3B9; Tel: (519) 661-2139; FAX: (519) 661-3779. Applications will be accepted until July 1, 1994. Salary and rank will be commensurate with experience and research record. Preference may be given to an appointment at the assistant professor level. Positions are subject to budget approval. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and Permanent Residents of Canada. The University of Western Ontario is committed to employment equity, welcomes diversity in the workplace, and encourages applications from all qualified individuals including women, members of visible minorities, aboriginal persons, and persons with disabilities.

**UNIVERSITY OF WATERLOO - The Department of Electrical and Computer Engineering** at the University of Waterloo is seeking candidates for an Assistant Professor to a tenure track faculty position in the area of software reliability engineering. The department also invites applications for definite-term appointments in information technology with preference given to persons specializing in computer networks and communications, and microelectronics. The level of the appointment and salary will be commensurate with the qualifications of the candidate. The candidate must have a doctoral degree and a strong commitment to research and teaching. It is the intention of the University of Waterloo to fill its vacancies with recent PhD graduates appointed as Assistant Professors wherever possible. Candidates should send their resume to: Dr. R. H. MacPhie, Chair, Faculty Search Committee, Department of Electrical and Computer Engineering, University of Waterloo, Waterloo, ON, Canada N2L 3G1. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of Waterloo encourages applications from qualified women and men, members of visible minorities, aboriginal people, and persons with disabilities. This appointment is subject to the availability of funds.

## ENGLISH

**LAURENTIAN UNIVERSITY - Department of English - Rhetoric/Composition** Appointments available for a tenure-track at the rank of Assistant Professor, tentatively from 1 July 1994, subject to budgetary approval. The department wishes to appoint a person who will complement our existing strengths and is especially interested in candidates with the following qualifications: PhD in Rhetoric and Composition; prior degree in literature; experience teaching writing; established research and publication record; departmental administrative experience; potential familiarity with Writing Across the Curriculum (WAC); to coordinate the English Department's Writing Program; to continue to develop the Rhetoric/Literature degree stream; to teach introductory, intermediate, and senior undergraduate courses in rhetoric, composition, and literature; to lead graduate courses in an interdisciplinary M.A. programme; to serve on the university's Writing Across the Curriculum Programme Coordinating Team. Load: 2/3 teaching, 1/3 administration. Salary based on an Assistant Professor's minimum of \$43,255, subject to the provisions of the Ontario Social Credit legislation. Applicants should submit a curriculum vitae and arrange for three referees to write directly to: Dr. Shannon Hengen, Chair, Department of English, Laurentian University, 930 University Ave., P.O. Box 206 (fax 705-765-4970). In accordance with the University's Policy on Bilingualism, Laurentian has a requirement of passive bilingualism in English/English as a condition of tenure. The University offers to its employees free second language courses. Laurentian University is committed to equity in employment and encourages applications from all qualified applicants, including women, aboriginal peoples, members of visible minorities, and persons with disabilities. In accordance with Canadian Immigration requirements, this advertisement is directed first to Canadian citizens and permanent residents. The closing date for applications is May 30, 1994.

**MOUNT ALLISON UNIVERSITY - The Department of English**, Mount Allison University, is seeking applications for a tenure-track or term position of the Lecturer or Assistant Professor level, commencing on July 1, 1994. The appointment is subject to budgetary approval. Candidates must be versatile and dedicated undergraduate teachers and should have expertise in contemporary (post 1930) Canadian literature and in criticism and theory. An interest in creative writing would be an asset. Applicants should have the PhD. The 1993-94 annual salary range for Lecturer is \$28,522 to \$41,045 and for Assistant Professor is \$34,784 to \$48,872. The successful candidate will teach two full-time undergraduate courses as well as two full-time graduate courses beyond the first year. Applicants should have three references. For consideration, send your resume to: Dr. Carrie MacMillan, Head and Chair of the Search Committee.

Department of English, Mount Allison University, Sackville, N.B. E0A 3C0. Candidates should also send the Head a letter of application, a complete curriculum vitae, the names of referees, and copies of graduate transcripts. Candidates are responsible for ensuring that all application materials, including transcripts and letters of reference, reach the Department. The closing date for receipt of applications is June 15th, in accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Applicants are encouraged to apply from minority groups in both genders.

## ENTOMOLOGY

**MCGILL UNIVERSITY (Macdonald Campus) - The Department of Natural Resource Sciences** of McGill University's Faculty of Agricultural and Environmental Sciences invites applications for a tenure track position at the Assistant Professor level in Entomology beginning September 1, 1994. Applicants should have a PhD in entomology and a strong research background. The successful applicant will be expected to develop an active research program in insect systematics. The Department of Natural Resource Sciences is interdisciplinary in nature, and applicants should, therefore, have broad interests and be able to relate their discipline to other departmental teaching and/or research initiatives of an environmental nature. Affiliated with the Department is the Lynx entomological Museum and Research Laboratory, which presently contains approximately three hundred specimens. The starting salary for this position is \$42,000 CDN per year. Applicants should send a curriculum vitae, a short description of research interests, and arrange for three letters of reference to be sent to: Dr. David J. Lewis, Chair, Department of Natural Resource Sciences, McGill University (Macdonald Campus), 1205 Avenue des Pins, Ste. Anne-BelleVue, Quebec, Canada H0V 3V5. The closing date for applications is May 31, 1994, in accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. McGill University is committed to equity in employment.

## FILM & VIDEO

**YORK UNIVERSITY - Faculty of Fine Arts, Department of Film & Video**. Applications are invited for a full-time, nine-month contractually limited teaching position, from August 15, 1994 to May 15, 1995 (subject to budgetary approval by the University). The successful candidate will be expected to teach undergraduate courses in any two of the Department's three streams: screenwriting; history; theory and criticism. The successful candidate will also be expected to contribute to the academic and scholarly goals of the Department. Additional responsibilities may include service on committees, administrative assignments, student advising and curriculum assessment.

administrative assignments, student advising and curriculum assessment. Salary is \$31,987.50 (pro-rated on an annual salary of \$42,666.80). Applicants should hold a post-graduate degree in a relevant discipline and a demonstrated record of scholarly and/or creative work. Teaching experience in a university film/video program will be an asset. Letters of application, with curriculum vitae and three letters of reference, should be sent to: Peter Morris, Interim Chair, Department of Film & Video, Faculty of Fine Arts, Rm 222 Centre for Film and Theatre, York University, North York (Toronto), Ont. M3J 1P3. Application deadline: June 1, 1994. York University is implementing a policy of employment equity, including affirmative action and a demonstrated commitment to Canadian citizens and permanent residents.

**YORK UNIVERSITY - Faculty of Fine Arts, Department of Film & Video**. Applications are invited for a full-time, nine-month contractually limited teaching position, from August 15, 1994 to May 15, 1995 (subject to budgetary approval by the University). The successful candidate will be expected to teach a full range of undergraduate film and video production and post-production techniques and creative aspects of all phases of film and video making. This includes the direct supervision of all aspects of the production and post-production of multiple individual student projects. The successful candidate will also be expected to contribute to the academic and scholarly goals of the Department. Additional responsibilities may include service on committees, administrative assignments, student advising and curriculum assessment. Salary is \$31,987.50 (pro-rated on an annual salary of \$42,666.80). Applicants should hold a relevant degree in film and video or equivalent professional qualifications. Professional production experience and teaching experience in a university film/video program will be an asset. Letters of application, with curriculum vitae and three letters of reference, should be sent to: Peter Morris, Interim Chair, Department of Film & Video, Faculty of Fine Arts, Rm 222 Centre for Film and Theatre, York University.

## President and Vice-Chancellor

McMaster University invites applications and nominations for the position of President and Vice-Chancellor.

McMaster University, one of Canada's leading universities, is widely acclaimed for innovation and excellence in teaching, research and scholarship. McMaster has 13,500 full-time students, 1,500 of whom are pursuing graduate degrees, and approximately 1,100 full-time faculty and 2,000 staff. The operating budget in 1993-94 was \$160 million, with further research funding in excess of \$78 million and total expendable revenues of more than \$300 million.

The President is the chief executive officer responsible for the administration of both the academic and non-academic affairs of the University. The successful candidate will have demonstrated exceptional leadership, organizational and interpersonal skills at a senior administrative level, an understanding of contemporary university issues and a strong academic profile.

The starting date for this five-year appointment, which may be renewed, is July 1, 1995.

Applications and nominations should include a brief statement of the qualifications and specific achievements on the basis of which the individual merits consideration for the Presidency. All applications and nominations will be treated in the strictest confidence and should be submitted, accompanied by the curriculum vitae, before May 31, 1994, to: Dr. W.B. Frank, Secretary, Committee to Recommend a President, McMaster University, University Hall, Room 115, 1280 Main Street West, Hamilton, Ontario L8S 4L8.

McMaster University has an employment equity programme, welcomes diversity in the workplace and encourages applications from all qualified candidates.

## McMaster University

York University, Toronto, Canada

## Director, International Business Programs

The Faculty of Administrative Studies is seeking a senior person to lead the international thrust of the Faculty and create an administrative structure for the management of the large variety of international programs which have been developed.

Candidates should have a PhD degree, university teaching experience, substantial research activity demonstrated by a solid publication list, and international experience in business or policy making. They should also have the ability to obtain and administer contracts and to raise funds from all sectors.

The Faculty of Administrative Studies is the largest graduate business school in Canada offering programs leading to the MBA, MPA, International MBA, and PhD degrees, as well as the undergraduate BBA degree.

Appointment to the position of Director is expected to be made effective July 1, 1994, or as soon thereafter as the successful candidate is available.

Applications should be forwarded to: Prof. James Gillies, Faculty of Administrative Studies, York University, North York (Toronto), Ont. M3J 1P3.

York University is implementing a policy of employment equity, including affirmative action for women faculty. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

## NSERC Industrial Research Chairs in Software Engineering

Applications are invited for two tenure-track positions (one senior and one junior) for NSERC Industrial Research Chairs in Software Engineering. One Chair will be in the Department of Computer Science, Faculty of Science; the second in the Department of Electrical and Computer Engineering, Faculty of Engineering. The departmental appointments are negotiable; joint appointments are possible.

Candidates for the Senior Chair position shall have a PhD in a relevant field and should be proven leaders and researchers of international stature in Software Engineering, who are at or near their career peak. They should have all the qualifications for the rank of full professor and have extensive experience in universities, industry or government.

Candidates for the Junior Chair position shall have a PhD in a relevant field and should have a proven track record in software engineering research. They should be qualified for the rank of Assistant or Associate Professor and have experience in universities, industry or government.

The Chairs will provide the nucleus and direction for a strong group of software researchers. Areas of expertise include software reuse, reverse software engineering and re-engineering, risk management, user oriented software engineering, and software development process. The Chairs will interact closely with industry and contribute to achieving SET Levels 2-5 and ISO-9000 standards. They will be supported by an industrial advisory council.

The establishment of the two Chairs is contingent on approval of complementary financial assistance from the Natural Sciences and Engineering Research Council of Canada. The salaries are negotiable and will be commensurate with the qualifications and experience of the appointees.

In accordance with Canadian immigration requirements, priority will be given to Canadian citizens and permanent residents of Canada. The University of Calgary is committed to Employment Equity.

Further information regarding the proposed Chairs can be obtained by faxing a request to (403) 284-3697.

Applicants should send a curriculum vitae, a brief statement explaining their interest in the Chair and list of three references before June 15, 1994 to:

Head, Department of Computer Science

Head, Department of Electrical and Computer Engineering

The University of Calgary  
2500 University Drive NW  
Calgary, Alberta T2N 1N4





University, North York (Toronto), Ont. M5S 1P3. Application deadline is June 1, 1994. York University is implementing a policy of employment equity, including affirmative action for women faculty. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents.

#### FINE ARTS

**CONCORDIA UNIVERSITY - Faculty of Fine Arts.** The Department of Sculpture, Ceramics & Fibre invites applications for the following position: Assistant Professor, Ceramics, Tenure Track. Applicants should have expertise in a range of both traditional and non-traditional ceramics techniques and the ability to teach handbuilding, throwing and glaze technology. Experience with a variety of high and low temperature firing processes is essential. The ability to discuss historical and theoretical aspects of ceramics as a part of current art discourse is also required. The position involves teaching both at the undergraduate and graduate levels. Duties also include ongoing administrative responsibilities in the ceramics area, and committee activities in the department. A practising artist with

an MFA or equivalent, extensive exhibition record and previous university/college level teaching experience and a strong desire to contribute to a demanding undergraduate and graduate curriculum are all central to this position. Bilingualism is considered an asset. The position commences August 1, 1994. Salary is commensurate with qualifications. Applications should include curriculum vitae, the names of three referees, slides of recent artwork and slides of student artwork, a statement of teaching and theoretical abilities in ceramics. Applications should be sent to: Chair, Ceramics Search Committee, Department of Sculpture, Ceramics & Fibre, Concordia University, VA-262, 1395 Rene Levesque West, Montreal, QC H3G 2M6. Deadline for receipt of applications is May 31, 1994, in accordance with Canadian immigration regulations. This advertisement is directed to Canadian citizens and permanent residents. Employment Equity and encourages applications from women, aboriginal peoples, visible minorities and disabled persons. All things being equal, women candidates will be given priority.

**MOUNT ALLISON UNIVERSITY - Department of Fine Arts.** Applications

are invited for two seasonal positions in Fine Arts for the period August 1, 1994 to April 30, 1995, subject to budgetary approval. Candidates should have an MFA in visual arts and demonstrated effectiveness in teaching. Duties will include teaching drawing and painting at the undergraduate level and teaching tutorials to fourth-year students. The ability to teach Lithography or Sculpture would be a definite asset. Appointments will be at the rank of Lecturer or Assistant Professor. The 1993-94 annual salary range for Lecturer is \$28,523 to \$41,045 and for Assistant Professor is \$34,784 to \$48,872. An application should include a curriculum vitae, slides of recent creative work, and the names of three referees, and should be sent to: Professor John Hammack, Head and Chair of the Search Committee, Department of Fine Arts, Mount Allison University, Sackville, N.B. E0A 3G2. The closing date for receipt of applications is May 31, 1994 or until positions are filled. In accordance with Canadian immigration regulations, this advertisement is directed to Canadian citizens and permanent residents. Applications are encouraged from minority groups and both genders.

#### FRENCH

**WILFRID LAURIER UNIVERSITY - Le Département d'études françaises de l'université Wilfrid Laurier sollicite des candidats à un poste de professeur (rang de professeur) adjoint(e). Entrée en fonction le 1er juillet 1994. Exigences: spécialisation en littératures françaises du XVIIIe siècle avec spécialisation en linguistique appliquée/didactique du français comme langue seconde à tous les niveaux du premier cycle universitaire, doctorat obtenu au moment de l'embauche, en français ou en anglais. Les candidats sont encouragés à envoyer leur curriculum vitae au Directeur du Département de français, Wilfrid Laurier University, Waterloo (Ontario) N2L 3C5 avant le 1er juin 1994. L'université Wilfrid Laurier respecte une politique d'équité en matière d'emploi. Conformément aux exigences d'immigration Canada, cette annonce s'adresse aux citoyens(ne)s.**

### Laurentian University Université Laurentienne

The Department of Mathematics and Computer Science at Laurentian University invites applications for a limited term 2-year position in computer science to begin on July 1, 1994.

Applicants should have a Ph.D. in computer science and a proven research record or strong evidence of research potential. We are especially interested in candidates with interests in the areas of operating systems and computer networks. While teaching duties for this position will be in the English language, Laurentian University under its bilingual (English/French policy) will give preference to bilingual candidates.

Laurentian is committed to equity in employment and encourages applications from all qualified applicants, including women, aboriginal peoples, members of visible minorities and persons with disabilities. In accordance with Canadian citizens and permanent residents in Canada. Candidates should forward a curriculum vitae and have three letters of references sent to:

Dr. Osman Abou-Rabla, Chair  
Department of Mathematics  
and Computer Science  
Laurentian University  
Sudbury, Ontario  
Canada, P3E 2C6  
or by electronic mail to:  
chair@ramsey.cs.laurentian.ca.

canadiens(ne)s et aux résidents(ne)s permanents.

#### FRENCH & SPANISH

**MOUNT ALLISON UNIVERSITY - Department of French and Spanish.** Applications are invited for two, eight month seasonal positions in French, subject to budgetary approval. We are looking for expert language teachers who enjoy teaching oral and written French at all undergraduate levels. For one position, a strong interest in CAI/CALL is desirable. For both, experience in 16th century, 17th century or French-Canadian literature would be a definite asset. A Ph.D. is desirable. Candidates should have appropriate teaching experience, as well as native-like fluency in French. Duties include undergraduate teaching and research. These appointments will commence on September 1, 1994. The rank at which these appointments will be made is Lecturer or Assistant Professor, depending upon qualifications. The 1993-94 salary range (annual) for Lecturer is \$28,523 to \$41,045 and for Assistant Professor is \$34,784 to \$48,872. An application should include a curriculum vitae and the names of three referees and should be sent to: Dr. Andrew G. Gann, Head and Chair of the Search Committee, Department of French and Spanish, Mount Allison University, Sackville, N.B. E0A 3G2. The closing date for receipt of applications is May 31, 1994. In accordance with Canadian immigration regulations, this advertisement is directed to Canadian citizens and permanent residents. Applications are encouraged from minority groups and both genders.

#### GEOGRAPHY

**MOUNT ALLISON UNIVERSITY - Department of Geography.** Applications are invited for a limited term 2-year position, commencing July 1, 1994, in the area of Physical Geography. The appointee will be required to teach one-half course in Year II Cultural Geography and two Year III half-courses in Cultural or Political or Historical Geography. Preference will be given to candidates who have completed a Ph.D. and who can demonstrate successful undergraduate teaching experience. Applications should be submitted before June 1, 1994 a curriculum vitae, the names and addresses of three referees, and selected reprints or preprints of publications to: Dr. John McNeil, Chair, Department of Geography, Mount Allison University, St. Catharines, Ontario Canada L2S 3A1. In accordance with Canadian immigration requirements, this advertisement is directed first to Canadian citizens and permanent residents. Rock University is committed to affirmative action policy aimed at reducing gender imbalance among its faculty. Qualified women candidates are especially encouraged to apply.

are institutional setting. The successful candidate will participate in the development of an environmental studies course option which will have a focus on environmental resource use and sustainability issues. Therefore applicants should have a demonstrated research and teaching expertise in environmental decision-making, impact assessment, and policy studies. The ability to teach in the areas of geographic methodology and GIS would be an asset. The appointment will be made at the rank of Assistant Professor for which the 1993-94 salary range is \$34,784 to \$48,872. An application should include a curriculum vitae and the names of three referees, and should be sent to: Dr. Peter Enns, Head and Chair of the Search Committee, Department of Geography, Mount Allison University, Sackville, N.B. E0A 3G2. E-mail: PENNS@MNTA.CA. The closing date for receipt of applications is May 31, 1994. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Applications are encouraged from minority groups and both genders.

**BROOK UNIVERSITY - The Department of Geography** invites applications for a 9-month seasonal contract position in Physical Geography at the rank of Assistant Professor, effective September 1, 1994, subject to budgetary approval. The appointee will be required to teach one-half course in Year II Cultural Geography and two Year III half-courses in Cultural or Political or Historical Geography. Preference will be given to candidates who have completed a Ph.D. and who can demonstrate successful undergraduate teaching experience. Applications should be submitted before June 1, 1994 a curriculum vitae, the names and addresses of three referees, and selected reprints or preprints of publications to: Dr. John McNeil, Chair, Department of Geography, Mount Allison University, St. Catharines, Ontario Canada L2S 3A1. In accordance with Canadian immigration requirements, this advertisement is directed first to Canadian citizens and permanent residents. Brook University is committed to affirmative action policy aimed at reducing gender imbalance among its faculty. Qualified women candidates are especially encouraged to apply.

**MEMORIAL UNIVERSITY OF NEWFOUNDLAND - Department of Geography.** Subject to budgetary approval, applications are invited for a 2-year contractual appointment in Physical Geography at the level of Lecturer or Assistant Professor commencing September 01, 1994. The primary field of specialization is geomorphology, preferably with experience in some combination of Quaternary, glacial, coastal or marine environments. The Ph.D. is required. The successful candidate will be responsible for teaching a second-year laboratory course in physical geography and advanced courses in higher specialty areas in accordance with Canadian Immigration requirements. This advertisement is directed first to Canadian citizens and permanent residents. Memorial University is committed to employment equity. Applicants should provide a curriculum vitae and transcripts, and forward three letters of reference to be sent directly to the Department Apply to Dr. J.O. Jacobs, Head, Department of Geography, Memorial University of Newfoundland, St. John's, Newfoundland, Canada A1B 3X9. Telephone: (709) 737-7417. F09 (709) 737-4000. The closing date is 01 June 1994.

#### HEALTH HUMAN RESOURCES

**THE NORTHERN HEALTH HUMAN RESOURCES RESEARCH UNIT (Lakeland University site)** invites applications for postdoctoral study of health human resources issues in underserved areas. Ongoing research at the Unit concerns factors affecting recruitment, retention and practice

patterns of professional and paraprofessional health providers in rural industrial towns and First Nation communities. The research team's responsibilities will include involvement in research projects conducted by the Unit, and in the development of research assistants, preparation of contract and grant applications, and publication of research findings in the Unit's interdisciplinary research journal. A relevant area of specialization is Health Economics, Health Administration, Demography or Health Services. The fellowship, tenable at Lakeland University for the 1994-1995 academic year, commences September 1, 1994. The deadline for receipt of applications is July 8, 1994. Please send letter of application with curriculum vitae and references to: Co-ordinator, Health Human Resources Research Unit, Lakeland University, Box 5000, Thunder Bay, Ontario P7B 5E1.

#### HISTORY

**UNIVERSITY OF MANITOBA - The Department of History, Faculty of Arts,** at the University of Manitoba invites applications for a limited term 2-year appointment at Assistant Professor rank in Canadian history and with specialist qualifications in the history of Aboriginal history, Western Canadian history, cultural/social history, or women's history. The appointee will commence on July 1, 1995, subject to budgetary approval. The successful candidate must have a Ph.D. by the time of appointment, and have demonstrated research and teaching experience. The current salary for Assistant Professors is \$34,862 (subject to review). Salary will be commensurate with experience and qualifications. The University of Manitoba encourages applications from qualified women and men, including members of visible minorities, aboriginal peoples and persons with disabilities. In accordance with Canadian Immigration requirements, this advertisement is directed first to Canadian citizens and permanent residents. The University provides a smoke-free work environment. Designated areas, specifically designated areas, Application, curriculum vitae, and the names of three referees should be sent to: Professor J.E. Kendra, Head, Department of History, 401 Fletcher Avenue, University of Manitoba, Winnipeg, Manitoba R3T 5V6. Telephone (204) 474-2633. Fax (204) 474-2633. The closing date for receipt of applications is October 15, 1994.

**MEMORIAL UNIVERSITY OF NEWFOUNDLAND - History.** Subject to budgetary approval, applications are invited for a two-year contractual appointment in Medieval history at the level of Lecturer or Assistant Professor, starting 1 September 1994. Send curriculum vitae and references to: Dr. A.A. den Otter, Professor and Head, Department of History, Memorial University of Newfoundland, St. John's, NF A1B 5X7. In accordance with Canadian immigration requirements, this advertisement is directed first to Canadian citizens and permanent residents of Canada. Memorial University is committed to employment equity. Deadline for applications: May 31, 1994.

#### INDUSTRIAL DESIGN

**CARLETON UNIVERSITY - The School of Industrial Design** invites applications for a position of visiting Professor at the Assistant or Associate level beginning August 1, 1994. Applicants should have completed a Master's Degree or equivalent in Industrial Design with special emphasis on principles of form and color, industrial design process and professional practice. Applicants must also have strong research interests. The successful candidate will be expected to participate in the teaching of industrial design at the postgraduate level, as well as in the administrative functions of the School. Salary commensurate with experience and qualifications in accordance with Canadian Immigration requirements. This advertisement is directed to Canadian citizens and permanent residents. Carleton University is committed to employment equity for women, aboriginal peoples, visible minorities, and persons with disabilities. Persons from these groups are encouraged to apply. This position is subject to budgetary approval. Applicants should send a detailed curriculum vitae, portfolio of their work, and the names of three referees to: The Director, School of Industrial Design, Carleton University, 1125 Colonel By Drive, Ottawa, Canada K1S 5B6.

#### INTERDISCIPLINARY STUDIES

**THE UNIVERSITY OF KING'S COLLEGE** invites applications for the Foundation Year Programme. Duties include tutorial responsibilities in an interdisciplinary programme for first year students which considers Western civilization from Greek antiquity to the present; approximately six hours a week plus eight hours attendance of lectures. All candidates will have an M.A. or equivalent in some area of humanities or social sciences as a minimum. Ph.D. complete or in progress is preferred. Candidates should have a broad knowledge of Western civilization. Salary: Approximately \$20,750.00 (1993-94). Duration of Contract: One year seasonal contract beginning September 1, 1994. Applications, including a curriculum vitae and three letters of reference, should be sent to: The Director, Foundation Year Programme, University of King's College, Halifax, NS B3H 2A1. Closing date for applications: 3 June 1994.

#### KINESIOLOGY

**UNIVERSITY OF WATERLOO - Department of Kinesiology.** The Faculty of Applied Health Sciences invites applications for a Research Career in Work Site Injuries and Injury Prevention. In conjunction with a large manufacturer, problems of return to work of injured employees is being developed and a program emphasizing understanding of the reduction of risk of musculoskeletal injuries. The overall aim is to address and help resolve issues that are a concern to many businesses and industries. The incumbent will be responsible for leading the project, playing a major role in goal setting, designing and conducting studies in at least one part of the research program and coordinating studies outside his/her area of expertise. Salary range is to augment existing funding and, generally, taking on the responsibility of project management. The successful candidate will have a background in occupational medicine, or in some related area.



### DEPARTMENT OF PHYSICS UNIVERSITY OF WATERLOO

#### NSERC WOMEN'S FACULTY AWARDS 1995

The Department of Physics of the University of Waterloo invites candidates with a strong record of research accomplishment in biophysics, laser physics, or condensed matter physics (experimental or theoretical) to apply for a 1995 NSERC Women's Faculty Award through the University of Waterloo. Applicants must be Canadian Citizens or Permanent residents, and would normally have obtained their Ph.D. in the last 5 years. Candidates should submit a curriculum vitae, a statement of research interests, and arrange for three letters of reference to be sent by June 15, 1994 to: Dr. J.R. Lepock, Chair, Department of Physics, University of Waterloo, Waterloo, Ontario, CANADA, N2L 3G1, TEL: (519) 885-1211; Ext. 2214. E-mail: PHYSDM@PHYSICS.WATSTAR.UWATERLOO.CA, FAX: (519) 746-8115.

The Department of Physics of the University of Waterloo is situated on an attractive campus an hour's drive from Toronto. We are a friendly department of about 30 professors. We operate a joint physics graduate program with the University of Guelph, known as (GWP), i.e. the Guelph-Waterloo Program for Graduate Work in Physics. (GWP) was formed in 1981 by the amalgamation of the graduate programs in physics at the neighbouring Universities of Guelph and Waterloo, and has grown to include about 60 faculty and 80 graduate students. Research at (GWP) is funded by over two million dollars in grants and contracts each year.

The NSERC Women's Faculty Awards are intended to expand academic career opportunities for women in the natural sciences and engineering. A successful candidate applying through the Department of Physics at the University of Waterloo will receive a tenure track appointment at the rank of Assistant Professor with a reduced teaching load (approximately half that of a regular faculty appointment) to allow her more time to establish her research program. The target appointment date is July 1, 1995, but this is flexible.



### SIMON FRASER UNIVERSITY SCHOOL OF COMMUNICATION

The School of Communication within the Faculty of Applied Sciences at Simon Fraser University invites applications for the position of Director. Appointment to the position of Director carries with it appointment to a tenured faculty position at the appropriate rank. This individual will be responsible for the academic and administrative management of the School. It is anticipated that the position will be filled for an initial three year term, negotiable to five years, renewable according to normal university policy.

The School of Communication at Simon Fraser University has been distinguished by its interdisciplinary approach to the study of communication and by leadership in the fields of media and popular culture, technology and the political economy of information, and international communication policy and development with a focus on the Asia-Pacific area. Faculty and students engage in a wide range of research relevant to communities, industry and governments. Other areas include telecommunications and broadcast policy, communication in conflict and intervention, interpersonal and social networks, video and acoustic communication, political communication and publishing.

The School has Ph.D., M.A. and B.A. programs. Given that it is now entering a new phase of growth with the prospect of additional appointments, facilities and resources, it is expected that the Director will play a significant role in the design and implementation of new directions.

Simon Fraser University is situated on top of Burnaby Mountain, just east of Vancouver and overlooking the Burrard Inlet; it serves about 17,000 students. The Faculty of Applied Sciences offers undergraduate and graduate programs in Communication, Computing Science, Engineering Science, Kinesiology and Resource and Environmental Management. In bringing together the university's educational and research activities in the applied sciences, the Faculty is concerned with major areas of applied science and technology, as well as human and social aspects of the application of science. The presence of a strong cooperative educational program allows students to experience career related work while completing the academic requirements of their degrees.

In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and Permanent Residents. Simon Fraser University is committed to the principle of equity in employment and offers equal employment opportunities to qualified applicants. All appointments are subject to budgetary authorization.

The final deadline for the receipt of applications is May 31, 1994. Please address all applications and queries to:

Dr. R. Martenluk, Dean,  
Faculty of Applied Sciences,  
Simon Fraser University,  
Burnaby, B.C., Canada  
V5A 1S6  
Phone: (604) 291-3826  
Fax: (604) 291-5802  
e-mail: Ron.Martenluk@sfu.ca



biomechanics, occupational psychology, physical ergonomics, and occupational epidemiology. She/he should be able to demonstrate success in prevention of occupational injury, and/or in the treatment, end/or later to work of injured employees. He/she will also have experience in running a research program in an industrial setting. Depending upon academic standing, the appointment may be tenure track at the associate or full professor level. Applicants with a Ph.D. and a research background but little or no academic experience are considered for a limited term position (with possibility of renewal) at the rank of Associate or Full Research Professor. Funding is in place for a five year period. Effective date of appointment is July 1, 1994 or as soon thereafter as possible. An application should contain a CV plus three letters of reference and directly from referees. In accordance with the Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of Waterloo encourages applications from qualified women and men, members of visible minorities, native peoples, and persons with disabilities. All appointments are subject to the availability of funds. Direct applications to: R. W. Norman, Dean, Faculty of Health Sciences, Box 2000, Waterloo, Ontario N2L 2G1.

#### LIBRARY

**THE UNIVERSITY OF MANITOBA - LIBRARIES** invites applications for the positions of Reference Librarian, Medical Library (2 positions). The responsibilities of the Reference Librarian include: the development, maintenance and promotion of comprehensive reference service to on and off campus patrons; the development, administration, implementation and promotion of computer search services encompassing both end-user and mediated responses. Serve as library service persons for computer-based services, including bibliographic and non-bibliographic medical data bases, bibliographic management systems, RDM, the Internet and the computing facilities of the Learning Resource Centre. Share responsibility for the operation and maintenance of the medical library's public access microcomputer and networked information facilities, and the basic setup and maintenance of both MS-DOS and Macintosh. Work closely with computer network system administration personnel. Participate in the teaching activities of the unit, including the development of appropriate instructional tools, individual and small group instruction and large group instruction on the use of both manual and electronic information systems. Participate in the development and maintenance of the reference collection and other assigned subject areas. The Reference Librarian report directly to the Head, Medical Library. Qualifications: A degree from an ALA-accredited library program. Undergraduate degrees in the sciences or health professions preferred, or substantial experience in a health library with demonstrated knowledge of medical terminology and the use of the biomedical literature. The applicant should have a well-developed understanding of the role of new technologies in libraries with specific experience in the use and application of microcomputers and CD-ROM systems, preferably in a health environment. Experience with online searching, preferably in the health sciences. Strong interpersonal and written communication skills are essential. Teaching and bibliographic instruction skills are an asset. The candidate is expected to participate in professional development and relevant professional activities. Effective date: July 1, 1994. Rank and Salary Ranges: General Librarian, \$27,101 - \$45,252. These positions have a two-year probationary period. Successful candidates will be appointed to one of four ranks: General, Associate, Assistant Librarian, with possibility of promotion. The filling of these positions is subject to final budgetary approval. The University of Manitoba encourages applications from qualified women and men, including members of visible minorities, aboriginal people and persons with disabilities. The University provides a smoke-free environment, save for specially designated areas. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Salary expectations and the names of three referees, by May 31, 1994, to: Carolyn Prentice, Director of Libraries, The University of Manitoba Libraries, Winnipeg, MB R6T 2N2.

#### MATHEMATICS & COMPUTER SCIENCE

**MOUNT ALLISON UNIVERSITY - Department of Mathematics and Computer Science.** Applications are invited for an eight-month term position in the Mathematics and Computer Science Department, subject to budgetary approval. An applicant should hold a PhD or be near completion of a PhD in Mathematics or Computer Science. Duties include research and teaching courses in undergraduate mathematics, applied mathematics or computer science. The appointment will be at the rank of Lecturer or Assistant Professor and will commence on September 1, 1994. The salary will be \$22,000 for the term, subject to an economic adjustment. An application should include a curriculum vitae and the names of three referees, and should be sent to: Dr. R.P. Seely, Head and Chair of the Search Committee, Department of Mathematics and Computer Science, Mount Allison University, Sackville, NB. Closing date for receipt of applications is May 31, 1994 or until position is filled. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Applications are encouraged from minority groups and both genders.

#### MATHEMATICS & STATISTICS

**CARLETON UNIVERSITY - The Department of Mathematics and Statistics** wishes to nominate candidates for the NSERC Women's Faculty Award. The nominee, if successful in obtaining an Award, will be offered a preliminary tenure-track position, to commence July 1, 1995. Applications are invited from outstanding candidates in any area of mathematics and statistics. Applicants should be aware of the regulations set out on pages 49-56 of the 1994 Scholarships and Fellowships Guide of NSERC. Note that applicants must be Canadian citizens or permanent residents of Canada as of October 15, 1994. Applications, including curricula vitae, should be addressed to:

Dr. Vlasta Oble, Chair, Department of Mathematics and Statistics, Carleton University, 1125 Colonel By Drive, Ottawa, Canada K1S 5B6. Candidates should submit three letters of reference to be sent to the same address. Information on receipt of completed applications is September 1, 1994. Carleton University is committed to equal employment for women, aboriginal people, visible minorities, and persons with disabilities. Persons from these groups are encouraged to apply. Deadline for applications is May 31, 1994.

#### MEDICINE

**UNIVERSITY OF BRITISH COLUMBIA - Department of Medicine.** The UBC Department of Medicine is seeking applicants for the Heart and Stroke Foundation Chair in Cardiology, a full-time academic (tenure-track) Head of the Division of Cardiology. An FRCP(C) or equivalent in Cardiology is a prerequisite for this senior position. Candidates must have a distinguished research, teaching and administrative record. The position involves the development and coordination of the entire Division which includes the Heart and Stroke Foundation's teaching hospitals. Salary will be commensurate with qualifications and experience. Start date is July 1, 1994. Please submit a letter of application, a CV, a statement of research interests and the names of three referees no later than May 30, 1994 to: Dr. G.B. Williams, Chair, Department of Medicine, University Hospital - UBC Site, 2211 Westbrook Mall, Vancouver, BC V6T 1Z3. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. UBC encourages all qualified applicants, especially women, aboriginal people, visible minorities and persons with disabilities.

**UNIVERSITÉ DE MONTRÉAL - Faculté de médecine.** Nominations and applications are invited for a professor and/or associate professor position in the Département d'administration de la santé et des services médicaux, Université de Montréal. Responsibilities will include teaching in our Master's and PhD programs in Health Administration research in a multidisciplinary environment and participation in the management of departmental affairs. Collaboration in international cooperation on the use of both manual and electronic information systems. Participate in the development and maintenance of the reference collection and other assigned subject areas. The Reference Librarian report directly to the Head, Medical Library. Qualifications: A degree from an ALA-accredited library program. Undergraduate degrees in the sciences or health professions preferred, or substantial experience in a health library with demonstrated knowledge of medical terminology and the use of the biomedical literature. The applicant should have a well-developed understanding of the role of new technologies in libraries with specific experience in the use and application of microcomputers and CD-ROM systems, preferably in a health environment. Experience with online searching, preferably in the health sciences. Strong interpersonal and written communication skills are essential. Teaching and bibliographic instruction skills are an asset. The candidate is expected to participate in professional development and relevant professional activities. Effective date: July 1, 1994. Rank and Salary Ranges: General Librarian, \$27,101 - \$45,252. These positions have a two-year probationary period. Successful candidates will be appointed to one of four ranks: General, Associate, Assistant Librarian, with possibility of promotion. The filling of these positions is subject to final budgetary approval. The University of Manitoba encourages applications from qualified women and men, including members of visible minorities, aboriginal people and persons with disabilities. The University provides a smoke-free environment, save for specially designated areas. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Salary expectations and the names of three referees, by May 31, 1994, to: Carolyn Prentice, Director of Libraries, The University of Manitoba Libraries, Winnipeg, MB R6T 2N2.

**UNIVERSITÉ DE MONTRÉAL - Faculté de médecine.** Le département d'administration de la santé de la Faculté de médecine de l'Université de Montréal recherche une professeure ou un professeur au rang d'adjoint(e) ou d'équivalent. Il s'agit d'un poste régulier avec responsabilité en matière de l'enseignement et d'encadrement d'étudiants au cycle de 2e et 3e cycles. Recrue dans un cadre de travail multidisciplinaire. Contribution à la gestion départementale et au rayonnement dans le réseau des services socio-santaires; participation à des projets de coopération internationale. Exigences: doctorat dans une discipline pertinente. Compte tenu de la mission du Département, une expérience de gestion dans les services de santé serait considérée comme un atout. La langue d'enseignement est le français; un non-francophone devra pouvoir enseigner en français deux ans après son entrée en fonction. Traitement: selon la convention collective. Date d'entrée en fonction: le 1er janvier 1995. Les personnes intéressées doivent faire parvenir leur curriculum vitae, une lettre de candidature expliquant leurs intérêts et leur vision de la formation à la gestion ainsi que les coordonnées de deux personnes pouvant agir comme répondants, avant le 15 juin 1994, à: M. Gilles Dussault, président du Comité de sélection, Département d'administration de la santé, Université de Montréal, C.P. 6129, succursale Centre-ville, Montréal, Québec H3C 3J2. Téléphone: (514) 343-5181. Télécopieur: (514) 343-2448. Email: DUSGAUL@U.MONTREAL.CA. Conformément aux exigences prescrites en matière d'immigration au Canada, cette annonce s'adresse aux citoyens canadiens et aux résidents permanents. L'Université soutient un programme d'accès à l'égalité en emploi pour les femmes.

#### MICROBIOLOGY AND IMMUNOLOGY

**DALHOUSIE UNIVERSITY - The Department of Microbiology and Immunology** at Dalhousie University seeks an individual with a strong background in Microbiology, with expertise in molecular techniques, and a proven ability to use modern established protocols and interact effectively with students. In association with course coordination, the instructor will be responsible for existing laboratory courses in Microbiology, Molecular Biology and other advanced laboratories as these are developed. The appointment is expected to be for 12 months per annum, with a projected starting date of July 1, 1994. Applications, including a curriculum vitae and names of three referees, should be sent to: Dr. K.B. Easterbrook, Head, Department of Microbiology and Immunology, Dalhousie University, Halifax, Nova Scotia B3H 4A7 no later than May 31, 1994. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Dalhousie University is an equal opportunity employer. The University encourages applications from qualified women, aboriginal people, visible minorities and persons with disabilities.

#### NEUROSCIENCE

**UNIVERSITY OF BRITISH COLUMBIA - Faculty of Medicine.** The School of

Rehabilitation Sciences offers baccalaureate degrees in Occupational Therapy and Physical Therapy, and a master's degree in Rehabilitation Sciences. Applications are invited for a tenure track position at the rank of Assistant or Associate Professor, depending on qualifications and experience, with primary teaching responsibility for neuroanatomy and neurophysiology for undergraduate students. This appointment may include associate status in the Department of Occupational Therapy. Candidates must have a doctoral degree, be enthusiastic teachers, and demonstrate potential to develop a rigorous research program related to rehabilitation sciences. Current research interests support the three areas of concentration in the graduate program: Chronic illness and Disability, Cardiopulmonary and Motor Performance, and Neuromotor and Sensory Motor. Applicants should be commensurate with qualifications and experience and is subject to final date is January 1 or July 1, 1995. The deadline for applications is September 1, 1994. Applications, including a curriculum vitae, selected reprints, a statement of research interests and names of three referees should be sent to: Catherine Baskin, Director, The University of British Columbia, School of Rehabilitation Sciences, 3225-2211 Westbrook Mall, Vancouver, BC V6T 2B5. Tel: 604-922-7414; fax: 604-922-7824. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. UBC welcomes all qualified applicants, especially women, aboriginal people, visible minorities and persons with disabilities.

## INSTRUCTOR

### Marketing/Management

#### Competition #94-008A

Applications are invited for a full-time position in Marketing. This position will be of interest to candidates with demonstrated excellence in and commitment to undergraduate teaching as well as demonstrated excellence in scholarly activity. The successful candidate will be qualified to teach in at least one other area, e.g. Business Policy, International Business, Entrepreneurship, etc.

**Qualifications:** Ph.D. or promise of imminent completion; or relevant Masters Degree plus publications.

**Start Date:** August 1, 1994

In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens or legal residents of Canada. The University College of the Cariboo is committed to the principle of employment equity.

Please forward your Curriculum Vitae quoting the Competition number with names, addresses and telephone numbers of three referees to:

Ms. Irene Bazell,  
Human Resources Officer,  
Human Resources Division  
UGC, P.O. Box 301  
Kamloops, B.C. V2C 5N3

AN EQUAL OPPORTUNITY  
EMPLOYER



## Memoria

### University of Newfoundland

#### HEALTH ECONOMIST

The Faculty of Medicine is seeking a Health Economist for a tenure-track position in the Division of Community Medicine.

Candidates should have completed or be close to completing a PhD and have experience in health economics, applied econometrics or microeconomics.

Responsibilities will include contributing to undergraduate and graduate teaching and providing advice in the area of health economics to faculty. An active, interdisciplinary, research program is expected.

Community Medicine is a growing Division of the Faculty of Medicine. Opportunities exist for collaboration both within the Faculty and throughout the University.

Salary and rank will be commensurate with experience. The anticipated date of appointment is August 1994. Closing date for applications is 31 May 1994.

Applications including a curriculum vitae and names of at least three referees should be directed to:

Dr. Jorge Segovia  
Associate Dean  
Division of Community Medicine  
Faculty of Medicine  
Health Sciences Centre  
St. John's, NF  
A1B 3V6

In accordance with Canadian Immigration requirements, this advertisement is directed towards Canadian citizens and permanent residents of Canada. Memorial University is committed to employment equity.

#### OCEANOGRAPHY

**UNIVERSITY OF BRITISH COLUMBIA - The Department of Oceanography** of the Faculty of Science invites applications for a tenure track position in physical oceanography at the Assistant Professor level. Appointment may be considered at a higher rank for a woman with exceptional qualifications. We will consider applicants in any area of physical oceanography or atmospheric science closely related to physical oceanography, but we are especially interested in atmospheric-ocean coupling from the mesoscale to the climate scale, satellite remote sensing, and applications with an interest in interdisciplinary research. An Atmospheric Science program is jointly sponsored by the Departments of Geography and Oceanography so there are opportunities to interact with atmospheric scientists in Geography who are active in boundary and surface layer, meteorology, mesoscale meteorology and cloud physics. Research in climate processes is also pursued in the Departments of Geological Sciences and Geophysics and Oceanography so there are opportunities to have the opportunity to develop a strong research program, work with graduate students and teach at the graduate and undergraduate level. UBC welcomes all qualified applicants, especially women, aboriginal people, visible minorities, and persons with disabilities. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. Subject to final budgetary approval, the position is available from July 1, 1994. The completion will close May 30, 1994 or when an appointment is concluded. Applications including a resume, a statement of research interests and the names of three referees (with fax

and/or telephone numbers, if possible) should be sent to: Dr. S. Pond, Department of Oceanography, University of British Columbia, Vancouver, B.C., Canada V6T 1Z3, fax: 604-922-6091, tel: 604-922-5240.

#### OUTDOOR RECREATION

**LAKEHEAD UNIVERSITY - The School of Outdoor Recreation, Parks and Tourism** invites applications for a probationary (tenure-track) appointment at the Assistant Professor level, commencing August 1, 1994. Duties

include teaching and research in the areas of leadership, interpretation, natural resource recreation and/or tourism. Preference will be given to applicants who can contribute to at least two of the above areas and to the applied aspects of the School's program. Candidates should have a PhD, successful teaching experience at the university level and demonstrated research ability. Salary will be commensurate with experience and qualifications. This appointment is subject to final budgetary approval. The deadline for applications is June 15, 1994. Interested applicants should send:



## THE UNIVERSITY OF AUCKLAND NEW ZEALAND

### VACANCIES IN GEOGRAPHY

#### Department of Geography

Applications are invited for the following vacancies.

#### Chair in Geographic Information Systems

Vacancy UAC.404

This is a new Chair established in recognition of the growing contribution of information systems technologies to Geography and allied disciplines. The Department of Geography, The University of Auckland, is the only institution in New Zealand which offers a comprehensive teaching programme in Geographic Information Technologies; this programme has established technical support.

The University is seeking to appoint a scholar of the highest academic standing, with a substantial research background, extensive teaching experience, and demonstrated strengths in Geographic Information Technology applications (e.g. GIS, Remote Sensing, GIS as a multidisciplinary tool, spatial statistics) in at least one area of the discipline. The appointee will be expected to provide academic leadership in the further development of international quality research and teaching at all levels in the Department. Responsibilities will also include the development and integration of existing and additional resources into a multidisciplinary GIS Centre; management experience in university, business or government sectors would be an advantage. Opportunities for consultancy with Uniservices, the corporate arm of the University, are an integral part of the appointment package.

#### Lectureship in Geographic Information Systems

Vacancy UAC.405

Applicants must have a PhD degree or equivalent and demonstrated abilities in research and teaching in GIS. Preference will be given to applicants with strengths in GIS applications in at least one sub area of Geography. Additional interests in spatial statistics and statistical techniques would be an advantage. The Department of Geography, The University of Auckland, is the only institution in New Zealand which offers a comprehensive teaching programme in Geographic Information Technologies; this programme has established technical support.

#### Lectureship/Senior Lectureship in Coastal Geomorphology

Vacancy UAC.406

Applicants must have a PhD degree or equivalent and demonstrated research and teaching experience in the field of coastal geomorphology. The position is designed to strengthen further the Department's existing expertise in this field; thus any specialism within coastal geomorphology will be considered. Additional interests in such fields as GIS, modelling, statistical techniques and resource management would be an advantage.

Commencing salary will be established within the ranges: NZ\$80,080 - NZ\$99,840 per annum (Professors), NZ\$52,000 - NZ\$60,944 per annum (Senior Lecturer), NZ\$37,440 - NZ\$49,088 per annum (Lecturer).

Further information, Conditions of Appointment and Method of Application, should be obtained from the Academic Appointments Office, The University of Auckland, Private Bag 92019, Auckland, New Zealand, phone (64) 9 373-7999 ext 5097, fax (64) 9 373-7454. Three copies of applications should be forwarded to reach the Registrar by 30 June 1994.

Please quote the relevant Vacancy Number in all correspondence.

W B NICOLL, REGISTRAR

The University has an EEO policy and welcomes applications from all qualified persons



a curriculum vitae and the names of three referees to: Dr. R. J. Payne, Acting Director, School of Outdoor Recreation, Parks and Tourism, Lakehead University, Thunder Bay, Ontario, Canada P7B 5E1; (807)843-8755 (voice); (807)843-8023 (Fax). In accordance with Canadian immigration regulations, this advertisement is directed to Canadian citizens and permanent residents who are qualified by qualifications and experience. The University of British Columbia welcomes all qualified applicants, especially women, aboriginal people, visible minorities and persons with disabilities. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Deadline for applications is July 15, 1994 with a starting date of September 1, 1994. Interested individuals should send their curriculum vitae, along with the names and addresses of three referees to: J. A. Smith, MD, FRCP, Director, Provincial Laboratory, B.C. Centre for Disease Control, 628 West 10th Avenue, Vancouver, B.C., Canada V6Z 1L6.

#### **PATHOLOGY**

THE UNIVERSITY OF BRITISH COLUMBIA seeks to recruit an Assistant Professor, grant tenure track, with a PhD degree and at least three years of Postdoctoral experience to work in the Provincial Laboratory at the B.C. Centre for Disease Control. The successful candidate will have practical experience in recombinant DNA technology including PCR. The Provincial Laboratory provides a broad range of diagnostic services in clinical and public health microbiology and has established a molecular

diagnostic laboratory in support of diagnostic and epidemiological services. The position is funded by contract with the Government of British Columbia. Salary will be commensurate with qualifications and experience. The University of British Columbia welcomes all qualified applicants, especially women, aboriginal people, visible minorities and persons with disabilities. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Deadline for applications is July 15, 1994 with a starting date of September 1, 1994. Interested individuals should send their curriculum vitae, along with the names and addresses of three referees to: J. A. Smith, MD, FRCP, Director, Provincial Laboratory, B.C. Centre for Disease Control, 628 West 10th Avenue, Vancouver, B.C., Canada V6Z 1L6.

#### **PEDIATRICS**

UNIVERSITY OF BRITISH COLUMBIA - The Department of Pediatrics, University of British Columbia, B.C.'s Children's Hospital, seeks a qualified candidate for Head of the Division of Cardiology. This Division serves the Province of British

Columbia for all tertiary care related to cardiac disorders in infants and children. The position is funded by contract with the Government of British Columbia. Salary will be commensurate with qualifications and experience. The University of British Columbia welcomes all qualified applicants, especially women, aboriginal people, visible minorities and persons with disabilities. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Deadline for applications is July 15, 1994 with a starting date of September 1, 1994. Interested individuals should send their curriculum vitae, along with the names and addresses of three referees to: Dr. Judith G. Hall, Professor and Head, Department of Pediatrics, B.C.'s Children's Hospital, 4480 Oak Street, Vancouver, B.C., Canada V6H 3V4.

UNIVERSITY OF BRITISH COLUMBIA - Clinical Assistant Professor. The Department of Pediatrics, University of British Columbia and B.C.'s Children's Hospital seeks a qualified candidate to lead this new Division of Nephrology. This is a grant tenure track appointment. The candidate should have an F.R.C.P. (C) or equivalent. The candidate will be expected to provide clinical service, be a major contributor to education about new technologies and new concepts, and have proven expertise related to clinical research. This person would be expected to participate in undergraduate and postgraduate teaching programs. Anticipated start date is September 1, 1994. Salary will be commensurate with qualifications and experience. The University of British Columbia welcomes all qualified applicants, especially women, aboriginal people, visible minorities and persons with disabilities. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Please send curriculum vitae by July 31, 1994 to: Dr. Judith G. Hall, Professor and Head, Department of Pediatrics, University of British Columbia and B.C.'s Children's Hospital, 4480 Oak Street, Vancouver, B.C. V6H 3V4.

#### **PHARMACOLOGY**

UNIVERSITY OF SASKATCHEWAN - Professional Research Associate in Cardiovascular Pharmacology. The candidate should hold a PhD or MSc degree in Pharmacology/Medicine with three years of postdoctoral training and proven track record of publication in the field of experimental Cardiovascular Pharmacology. The candidate should possess the expertise to set up isolated vascular smooth muscle and cardiac muscle preparations in vitro for drug baths to study the action of vasoactive peptides. In addition, training and knowledge in the isolation and culture of vascular smooth muscle cells, endothelial cells and measurement of cytosolic free calcium levels would be an asset. Initial appointment will be for a period of three years with an annual salary of \$24,000. The closing date is June 30, 1994. Candidates should send in their details (cv, list of publications and names of three referees to: Dr. J.R. McNeil, Professor and Head, Department of Pharmacology, College of Medicine, University of Saskatchewan, Saskatoon, S4N 0W9. The University of Saskatchewan is an equal opportunity employer with persons given equal consideration and Landed Immigrants.

#### **PHYSICAL EDUCATION**

UNIVERSITÉ DE MONTRÉAL - Département d'éducation physique. Le Département d'éducation physique is opening a tenure-track position in physical education. Functions: teaching at the undergraduate and graduate levels; supervising and evaluating graduate students; development of a productive research program; requirements: doctoral degree in physical education or related field; physical education training in physical education or

management of sport and physical activity. Since Université de Montréal is bilingual, French is the working language, being preferred in French or being willing to become, will be considered an asset. Salary is commensurate to the collective agreement. Starting date: September 1st, 1994 or as soon as possible. Interested individuals should send their curriculum vitae, before June 15, 1994, to: Claude Alain, Directeur, Département d'éducation physique, Université de Montréal, C.P. 6128, Succursale Centre-ville, Montréal (Québec), H3C 3J1. Téléphone: (514)343-5266. Fax: (514)343-2181. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University is committed to equal employment opportunities.

MEMORIAL UNIVERSITY OF NEWFOUNDLAND - Physical Education. Applications are invited for a full-time position in the area of physical education (curriculum and methods). Emphasis on a movement education approach (Laban) to the teaching of physical education, and the ability to teach dance and gymnastics will form the basis of the position. Duties related to student teaching practicum, placement and supervision of students at part of the position. Candidates with an earned doctorate would be preferred. A strong commitment to professional development should be demonstrated. The position may be held on a part-time basis depending upon budgetary conditions. Salary and benefits will be commensurate with qualifications, experience, and the University's collective agreement. Applications should be sent to: Dr. R. C. Barber, Head, Department of Physical Education, Memorial University of Newfoundland, St. John's, Newfoundland, A1B X3S7; Telephone: (709)737-8130; FAX: (709)737-8130. The University is committed to employment equity.

WILFRID LAURIER UNIVERSITY - Physical Education. Applications are invited for a one year limited term position in the Department of Physical Education at Wilfrid Laurier University. Applicants should be able to teach and supervise students in academic areas: Adapted Physical Education, Health, Physical Education, Human Growth and Development, Sport and the Child, Organizational and Administrative Behaviour, Research Methods and Statistics; Philosophy of Sport, as well as skill practice. Applicants are expected to have a doctoral degree in a related area or a PhD near completion. The successful candidate will be expected to teach in the undergraduate program, supervise students, and use an active research program. Wilfrid Laurier University is committed to employment equity and welcomes applications from all qualified women and men, including members of visible minorities, aboriginal people and persons with disabilities. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Letters of application, which include a description of research and teaching interests, should be accompanied by a curriculum vitae and the names of three referees. These should be sent to: Dr. Wilfrid Laurier University, 7575 University Avenue West, Waterloo, Ontario, N2L 2C2, S4N. The successful candidate will be expected to teach in the undergraduate program, supervise students, and use an active research program. Wilfrid Laurier University is committed to employment equity and welcomes applications from all qualified women and men, including members of visible minorities, aboriginal people and persons with disabilities. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Letters of application, which include a description of research and teaching interests, should be accompanied by a curriculum vitae and the names of three referees. These should be sent to: Dr. Wilfrid Laurier University, 7575 University Avenue West, Waterloo, Ontario, N2L 2C2, S4N.

#### **PHYSICAL THERAPY**

UNIVERSITY OF SASKATCHEWAN - Physical Therapy. Applications are invited for a full-time faculty position effective July 1, 1994. The School of Physical Therapy is established within the College of Medicine and the faculty includes seven full-time, and a number of part-time appointments. Currently, the School provides a four year program (one pre-professional year and three professional years) leading to the degree of Bachelor of Science in Physical Therapy. The annual intake of students is 30, with a student body of approximately 100. Applicants should possess a degree in physical therapy or a Master's degree, teaching experience, and be eligible for

licensure with the Saskatchewan College of Physical Therapists. A qualified applicant should send a current stalling teaching curriculum vitae, a curriculum vitae and the names of three referees to: Dr. L. H. Barr, Director, School of Physical Therapy, University of Saskatchewan S7N 0W0. Deadline for applications: June 15, 1994. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of Saskatchewan is committed to the principle of employment equity.

#### **PHYSICS**

UNIVERSITY OF MANITOBA - The Department of Physics at the University of Manitoba is seeking a candidate to complete the Saskatchewan Faculty Awards in the 1994-95 competition. The department currently sustains vigorous, externally funded research programs in applied nuclear science, experimental atomic, molecular and optical physics, condensed matter physics (theory and experiment), mass spectrometry, mathematical physics, and subatomic physics (theory and experiment). In accordance with current departmental staffing policies, the successful candidate will be expected to teach and supervise students. Candidates in other areas should also apply. Applicants must be Canadian citizens or permanent residents and normally have obtained their doctoral degree within the last five years, and have a strong research record. Salary will be commensurate with experience. Curriculum vitae, a statement of research interests and three letters of reference should be sent by July 15, 1994 to: Dr. R. C. Barber, Head, Department of Physics, University of Manitoba, 6131 2ND, WILFRID LAURIER BLVD., WINNIPEG, MB R6T 2A1; (204)674-9810; FAX: (204)268-8489.

UNIVERSITY OF ALBERTA - Department of Physics. Applications are invited for an eight-month term position in the Department of Physics. An applicant should hold a PhD. Duties include undergraduate teaching and supervision of students. The position will be dependent upon the background of the candidate. The salary and benefits will be commensurate with qualifications and experience. The salary will be \$23,200 for the term, subject to an economic adjustment. An application should include a curriculum vitae, a statement of teaching interests, three letters of recommendation, and should be sent to: Dr. R. C. Barber, Head and Chair of the Search Committee, Department of Physics, University of Alberta, Edmonton, Alberta, T6G 2G1. The closing date for applications is May 31, 1994. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Applications are encouraged from minority groups and both genders.

#### **POLITICS**

BROCK UNIVERSITY - The Department of Politics is seeking a University level applications for two nine-month, limited term appointments at the rank of Lecturer or Assistant Professor commencing September 1, 1994, subject to budgetary approval. One appointment will be in Comparative Politics and the other will be in European Politics. Preference will be given to applicants whose teaching and research interests relate to the politics of Europe or Latin America. The other appointment will be in Political Theory. The successful candidate will be expected to teach classical and modern political thought. For either position ability to teach a course on gender and politics is desirable. For both with clinical or research background of teaching ability is preferable. Applications, including the names of three referees, should be sent to the Chair, Recruitment Committee, Department of Politics, Brock University, St. Catharines, Ontario, L2S 3A1. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Brock University is committed to a positive research policy aimed at reducing gender imbalance among its faculty; qualified women candidates are especially encouraged to apply. Applications will be accepted until the position is filled.

#### **PRINTMAKING & PHOTOGRAPHY**

CONCORDIA UNIVERSITY - Department of Printmaking and Photography. The Photography Pro-

gramme of the Department of Printmaking and Photography, Concordia University in Montreal is seeking applications for a Limited Term Appointment, commencing August 1, 1994. This is a one-year, non-renewable position. The Department is searching for a candidate who will be able to teach studio courses at the undergraduate and graduate levels and white and colour, work with graduate students in this advertisement, the administration of a large photography programme. Practical knowledge of both traditional and digital photography, as well as familiarity with current ideas in theory and criticism is required. This position is subject to budgetary approval. Specific Requirements: 1. M.F.A.; 2. teaching experience at the graduate level; 3. Active exhibition record; 4. Dossier including 20 slides of recent work; 5. A letter of recommendation from a professor to accompany a letter of application. Information: 1. Assistant Professor rank and salary; 2. Deadline for applications: May 31, 1994; 3. In accordance with Canadian Immigration regulations, this advertisement is directed to Canadian citizens and permanent residents. Concordia University is committed to Employment Equity and encourages applications from women, aboriginal people, visible minorities and disabled persons. All things being equal, the successful candidate will be selected on the basis of the following criteria: Please address applications to Assistant Professor Mark Ruweled, Chair, Photography, V. 248, Faculty of Fine Arts, Concordia University, 1455 de Maisonneuve Blvd. W., Montreal, Quebec H3G 1M5.

#### **PSYCHIATRY**

UNIVERSITY OF BRITISH COLUMBIA - The Department of Psychiatry, University of British Columbia is accepting applications for a full-time position. This is a full-time grant tenure track position at the University of British Columbia Health Sciences Centre. The successful applicant will have an established record of achievement in research, teaching and clinical work, as demonstrated by grant awards and published papers, as well as an interest in research and teaching. Courses to be especially involving brain imaging. Responsibilities will include undergraduate and postgraduate teaching, supervision of some departmental and hospital residents. The salary will be commensurate with qualifications and experience. This position is subject to budgetary approval. The Department of Psychiatry has excellent research facilities and considerable resources in the area of basic and clinical neuroscience. The successful candidate will have a strong research record and interdisciplinary and collaborative research experience. Applicants should submit a statement of their current research interests and the names of three referees to: Dr. R. C. Barber, Head, Department of Psychiatry, University of British Columbia, 2206 West Mall, Vancouver, B.C. V6T 2A1. By July 31, 1994 with a start date of September 1, 1994. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. The University of British Columbia welcomes all qualified applicants, especially women, aboriginal people, visible minorities and persons with disabilities.

#### **PSYCHOLOGY**

LAKEHEAD UNIVERSITY - The Department of Psychology at Lakehead University invites applications for a professional research position commencing August 1, 1994 pending final budgetary approval. For either position ability to teach a course on gender and politics is desirable. For both with clinical or research background of teaching ability is preferable. Applications, including the names of three referees, should be sent to the Chair, Recruitment Committee, Department of Psychology, Brock University, St. Catharines, Ontario, L2S 3A1. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Brock University is committed to a positive research policy aimed at reducing gender imbalance among its faculty; qualified women candidates are especially encouraged to apply. Applications will be accepted until the position is filled.

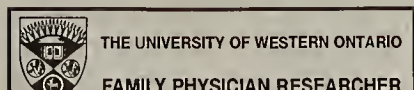
UNIVERSITY OF WINNIPEG - The Department of Psychology at the University of Winnipeg is seeking a candidate with a strong research background to nominate for the NSERC Women's Faculty Awards. Applicants with interests in Neuroscience are invited to apply. Areas of research of current NSERC grant-holders in the department include: perception, animal learning and human cognition. In compliance with NSERC policy, the candidate must be a Canadian citizen or landed immigrant. Please send a curriculum vitae, a statement of research interests, representative articles, and 3 letters of reference to: Dr. Beverly Fehr, Personnel Committee Chair, Department of Psychology, University of Winnipeg, Winnipeg, Manitoba R3S 2E9. E-mail: UDWB@CCM.UWMANITOBA.CA. Applications should be received by June 15, 1994.

#### **RELIGIOUS STUDIES**

TRINITY WESTERN UNIVERSITY - Tenure-track position of rank of Assistant or Associate Professor in Hebrew Bible. Expertise in narrative material is preferred and completed PhD is required. Publications and prior teaching experience are expected. Although the teaching assignment is at the undergraduate and graduate levels, much of the teaching in the initial years will be introductory courses in Hebrew Bible and T. Trinity Western University is a Christian liberal arts university affiliated with the Evangelical Free Church of Canada. C.V.'s and letters of reference should be addressed to: Dr. R. C. Barber, Head, Faculty of Natural and Applied Sciences, Trinity Western University, 7800 Glenora Road, Victoria, B.C. V8A 6H4 (604)888-7511. In accordance with Canadian Immigration regulations, this advertisement is directed to Canadian citizens and permanent residents. Trinity Western University does not discriminate on the basis of gender or ethnic identity.



Dr. M. Tenenbain  
Director, Emergency Services  
Children's Hospital  
HEALTH SCIENCES CENTRE  
840 Sherbrook Street  
Winnipeg, Manitoba R3A 1S1



### **THE UNIVERSITY OF WESTERN ONTARIO**

### **FAMILY PHYSICIAN RESEARCHER**

To join an internationally recognized multi-disciplinary research team in the Thames Valley Practice Research Unit. Areas of interest of the team are: communication, prevention, primary health care delivery, and care of special risk groups.

We are seeking an M.D. with C.C.F.P. (or equivalent) who has an advanced degree (or equivalent) related to research in health sciences.

This position is funded for 75% time by the Ontario Ministry of Health as part of a healthy system linked research unit for a limited term (5 years). There are opportunities for additional clinical and administrative activities. An Ontario licence will be required if clinical activities are undertaken. The Research Unit is an integral part of the Department of Family Medicine with a role in residency and graduate education. The successful applicant will be appointed in the Department of Family Medicine with rank negotiable.

Positions are subject to budget approval. In accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. The University of Western Ontario is committed to employment equity, welcomes diversity in the workplace, and encourages applications from all qualified individuals, including women, members of visible minorities, aboriginal persons, and persons with disabilities.

Send details of application with a curriculum vitae and the names of three referees by June 30, 1994 to:

Dr. Martin J. Bass, Director,  
Centre for Studies in Family Medicine and  
Thames Valley Family Practice Research Unit  
Kresge Building  
The University of Western Ontario  
London, Ontario Canada N6A 5C1

## **President Dalhousie University**

Dalhousie University invites applications from, and nominations of, qualified candidates for the position of President. The appointee will take office July 1, 1995.

Dalhousie University has an enrolment of approximately 11,000 full-time students - 9,000 undergraduate and 2,000 graduate - and has approximately 2,300 regular full-time and regular part-time staff and faculty, and an operating budget of \$118 million. Its nine faculties offer 40 degree programs in 80 specialized areas of study, including the oldest common-law university law school and faculty of dentistry in Canada, the only medical school in the Maritime provinces, several schools in health professions which are the only ones of their kind in Atlantic Canada, and the nation's leading concentration of specialists in ocean studies. Dalhousie is recognized as a centre of excellence in Canadian higher education with strong teaching and research programmes at the undergraduate, graduate and professional levels, and increasingly important international linkages.

As chief executive officer of the University, the President should possess outstanding academic and administrative experience, strong skills in government relations and the ability to communicate effectively with faculty, students, staff, alumni and members of the external community.

Consideration of applications will begin on June 1, 1994 and should be forwarded to The Secretary, Presidential Search Committee, Board of Governors Office, Room 3, Arts and Administration Building, Dalhousie University, Halifax, Nova Scotia, B3H 4H6. Applications and nominations will be treated confidentially.

In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. Dalhousie University is an employment equity/affirmative action employer. The University encourages applications from qualified women, aboriginal peoples, visible minorities and persons with disabilities.

The Landmark Consulting Group is assisting Dalhousie University in this search.



**Bible in the Religious Studies Program of the Division, and to contribute in other ways to York's interdisciplinary Humanities curriculum.** An active research agenda and participation both in York's Centre for Jewish Studies and York's Jewish Teacher Education Program will also be expected. The successful candidate will have expert knowledge about the Hebrew Bible in its ancient historical context, with excellent command of biblical Hebrew. In addition, the following areas are highly desirable: competence in other related Near-Eastern languages, excellent command of medieval and modern Hebrew, and knowledge of the history of biblical exegesis. Applications, including a letter stating interests relative to this position and a CV, should be sent to: Prof. Margot Gewirtz, Chair, Division of Humanities, Faculty of Arts, York University, North York (Toronto), Ont. M3J 1P3. Candidates should submit a letter of recommendation from three referees to be sent directly to the above address. Deadline for applications is September 30, 1994. York University is implementing a policy of employment equity, including affirmative action for women faculty. In accordance with Canadian Immigration regulations, this advertisement is directed to Canadian citizens and permanent residents.

#### SCIENCE

**MOUNT ALLISON UNIVERSITY - NSERC Women's Faculty Awards.** Mount Allison University is seeking applications from women of outstanding achievement in research who have obtained their PhD within the last five years for consideration for NSERC Women's Faculty Awards. In compliance with NSERC guidelines, the successful candidate must be a female Canadian citizen or permanent resident of Canada. A statement of research interests together with the name of her PhD supervisor and her postdoctoral fellowships should be sent to: Dr. William O'Grady, Dean of Science, Mount Allison University, Sackville, N.S., E0A 3C0. The deadline for receipt of applications of Mount Allison is June 1, 1994.

#### SOCIAL SCIENCE

**BROCK UNIVERSITY - The Child Studies Program of Brock University, one of the interdisciplinary programs of the Faculty of Social Sciences, invites applications for either a probationary (nine-track) or a one-year term position for appointment of the assistant professor level, commencing September 1, 1994, subject to budgetary approval. The successful candidate is expected to have a background in social psychology and Anthropology with a primary interest in Child Development. Teaching and research interests should include children and family issues, gender and sexuality and research methodology. The successful candidate will be expected to have a completed PhD and to have some undergraduate teaching experience. Demonstrated expertise in general computer applications is preferred. Applicants should submit by June 1, 1994 a letter of application accompanied by a curriculum vitae, selected referees or press and/or publications, and the names of three referees to: Dr. Zoltan Marini, Director, Child Studies Program, Brock University, 75 University Ave., Waterloo, Ontario N2L 2C5. In accordance with Canadian Immigration regulations, this advertisement is directed to Canadian citizens and permanent residents. Brock University is committed to a positive action policy aimed at reducing faculty gender imbalances.**

#### SOCIAL WORK

**WILFRID LAURIER UNIVERSITY - Faculty of Social Work.** Applications are invited for a tenure position in the upcoming academic year. The successful applicant will be expected to teach in the areas of community development and social planning. We are seeking a person with extensive experience in working directly with community groups, organizations and social movements. An ability to teach community practice skills and methods is required. Familiarity with community work with diverse populations will be an asset. Good research and scholarship potential essential. The candidate should have a completed graduate degree in Social Work. Strong preference will be given to those who have completed or are near completion of a doctoral degree. Others with strong credentials may be considered. Applications, including a curriculum vitae and the names and addresses of three referees, should be addressed to: Dr. Frank J. Turner, Dean, Faculty of Social Work, Wilfrid Laurier University, 75 University Ave., Waterloo, Ontario N2L 2C5. Applications should be received by June 15, 1994. The University is committed to employment equity policies and welcomes applications from all qualified women and men. Wilfrid Laurier provides a smoke-free work environment. In accordance with Canadian Immigration regulations, this advertisement is directed to Canadian citizens and permanent residents of Canada.

#### SOIL SCIENCE

**McGill University (Macdonald Campus).** The Department of Natural Resource Sciences of McGill University's Faculty of Agriculture and Environmental Studies invites applications for a tenure position at the Assistant Professor level in Soil Biology and Biochemistry beginning September 1, 1994. Applicants should have a PhD in soil science or a related discipline, post-doctoral experience would be an asset. Teaching responsibilities include courses in introductory soil science and soil biotechnology and graduate courses in his/her field of expertise. The successful applicant will be expected to develop an active research program with a field component in agriculture or forestry. The Department of Natural Resource Sciences is interdisciplinary in nature, and applicants should therefore have broad-based knowledge and be able to relate their discipline to other department teaching and/or research initiatives of an environmental

nature. The starting salary for this position is \$42,000 CON per year. Applicants should send a curriculum vitae, a short description of research interests, and arrange for three referees to be sent to: Dr. David J. Lewis, Chair, Department of Natural Resource Sciences, McGill University (Macdonald Campus), 2111 Lakeshore, Ste. Anne-Bellefleur, Quebec, Canada H9K 3V9. The closing date for applications is May 31, 1994. In accordance with Canadian Immigration regulations, this advertisement is directed to Canadian citizens and permanent residents of Canada. McGill University is committed to equity in employment.

#### SPANISH

**BROCK UNIVERSITY - The Department of French, Italian and Spanish** invites applications for a nine-month seasonal position in Spanish effective September 1, 1994 (subject to budgetary approval). Preference will be given to candidates with a PhD. However, candidates must have at least a Master's Degree in Spanish and must demonstrate native or near native fluency in both Spanish and English. Proven experience in teaching Spanish as a second language is required as well as some familiarity with Modern Spanish literature. The successful candidate will be expected to teach Spanish to students in the Department of French, Italian and Spanish. Dr. Sandra Bockett, Chair, Department of French, Italian and Spanish, Brock University, St. Catharines, Ontario L2S 3A1.

#### SURGICAL

**UNIVERSITY OF ALBERTA - Position:** Research Associate in the Microvascular Surgery/Transplantation Core Laboratory, Edmonton, Alberta. Scope and Responsibilities: Reporting to the Director of the successful candidate will be responsible for carrying out research and other organ transplant procedures and associated procedures in rodent and human vessels. Tasks include: vessel procurement and costs to allow cost recovery by the laboratory; and for continuing development of the field of Microvascular and Transplantation research, with ongoing academic publication. Qualifications: Fully competent in microvascular transplantation procedures in rodent and human. Should have or be willing to undergo training to expand this repertoire of operative skills to include organ transplant models in large animal models. No research or clinical work in humans. Remuneration: \$30-\$35,000 per year plus benefits depending on experience. The position is a renewable two year appointment with the first year being a satisfactory evaluation. In accordance with Canadian Immigration regulations, this advertisement is directed to Canadian citizens and permanent residents of Canada. Deadline: May 31, 1994. Applications: To be forwarded to: Dr. M. Kesteman, University of Alberta, 204 Macleod Drive, Center, University of Alberta, Edmonton, Alberta T5G 2B7. The University of Alberta is an equal opportunity employer in employment. The University provides a smoke-free work environment. Persons, disabled persons, members of visible minorities and women.

#### THEATRE

**UNIVERSITY OF REGINA - Department of Theatre.** Applications are invited for a leave/sabbatical replacement of the rank of Assistant Professor. Applicants should have an M.F.A. in Stage Management or University level theatre management experience. The position requires someone to teach at all levels in the B.F.A. Stage Management program, including technical theatre courses including lighting and sound. Familiarity with computer techniques, including CAD and lighting programs, is preferred. The successful applicant will also serve as the stage manager and supervising production manager for the Department's 1994-95 season of plays. Please submit applications, including curriculum vitae and the names of three referees who should be sent to: Dr. Mary Blackstone, Chair, Faculty of Fine Arts, University of Regina, Regina, Saskatchewan S4S 0A2. The University of Regina is committed to employment equity. In accordance with Canadian Immigration regulations, this advertisement is directed to Canadian citizens and permanent residents.

#### URBAN & ENVIRONMENTAL STUDIES

**BROCK UNIVERSITY - The Institute of Urban and Environmental Studies, one of the interdisciplinary programs of Brock University, invites applications for a nine-month limited term appointment at the assistant professor level, commencing September 1, 1994 subject to final budgetary approval. The successful candidate is expected to have experience in interdisciplinary instruction and research. Duties include supervision of honours students, and responsibility for courses in environmental principles and applied policy, medical and environmental issues. Ability to work in a small, strongly collegial unit is essential. A completed PhD degree is strongly preferred. Applicants should submit by June 1, 1994 a letter of application accompanied by a curriculum vitae and the names of three referees to: Professor J. Middleton, Director, Institute of Urban and Environmental Studies, Brock University, St. Catharines, Ontario L2S 3A1. Fax: (905) 882-8020. In accordance with Canadian immigration requirements, this advertisement is directed to Canadian citizens and permanent residents. Brock University is committed to a positive action policy aimed at reducing gender imbalances among its faculty. Qualified women candidates are especially encouraged to apply.**

#### VISUAL ARTS

**YORK UNIVERSITY - Faculty of Fine Arts, Department of Visual Arts.** Applications are invited for a full-time appointment in the History of Modern Art, commencing September 1, 1994 (subject to budgetary approval). The successful candidate will teach undergraduate and graduate level courses in 19th and 20th century European and North American art as well

as modern/contemporary art theory that links historical issues with curricular practices. Responsibilities include full preparation and presentation of course material in consultation with the History area and grading of assignments in accordance with departmental guidelines; office hours for consultation with students; essay planning; applicant evaluations; and Faculty and/or departmental committee work. In addition, the successful candidate will be expected to devote time to research/scholarship/creative/professional activity. Salary is \$31,500.00 (provisional on an annual salary of \$42,649.82). The candidate should hold a PhD in art history or a concentration in modern/contemporary art history and theory. An active publication record, teaching experience in a postsecondary institution and the ability to communicate effectively are essential. Letters of application with curriculum vitae, a statement of intent and the names, addresses and phone numbers of three referees should be sent to: Prof. Guy P. Métraux, Chair, Department of Visual Arts, Faculty of Fine Arts, Rm. 222 Centre for Fine Arts, York University, North York (Toronto), Ont. M3J 1P3. Deadline for applications is May 31, 1994. York University is implementing a policy of employment equity, including affirmative action for women faculty. In accordance with Canadian Immigration regulations, this advertisement is directed to Canadian citizens and permanent residents.

#### ACCOMMODATIONS

**OTTAWA - July to December 1994:** The ideal time to visit! Two bedrooms, two older home on quiet, downtown residential street near Experimental Farm. Appliances, study, laundry room, parking, deck, yard close to parks, shopping, bus routes, easy access to both university campuses and archives, \$100 including heat, utilities (negotiable) (613)554-2771.

**SABBATICAL RENTAL: Montréal.** Spacious, fully equipped and furnished condo for rent, June 24 - June 25. Two bedrooms, terrace. Close to parks, buses, subway and universities. For \$250/month. E-mail: notec@compuserve.ca or write to: M. Lord, 4560 de l'Esplanade, St. Laurent, QC H4T 1Y5. Tel: 514-735-1000. LONDON, UK - Fully furnished 2 Bdrm. Apt. in nice area, N. London for rent. Ideal for short-term stay. Fully equipped, view on the St. Lawrence. Available April. Tel: 504-255-6801.

**SABBATICAL IN DUBEC CITY 2** bedroom Condo, fully furnished and equipped, view on the St. Lawrence, available April to June 1995. **RENTAL WANTED:** Professor and wife on sabbatical require furnished apartment or small house in LA for 12 months, September to December 1994 (negotiable to February if available). Non smokers. Please call Dr. Bob Payne at 807-878-8758 or e-mail npayne@flash.lakehead.ca (email)

**DO RENT - To Let:** Location: Grande, Spain. Dates: July and/or August 1994. \$150.00 a month, all inclusive. Completely furnished house, 17th century, renovated, all facilities, 3 bedrooms, 2 bathrooms, living, kitchen, dining room, garden, patio, terrace, front view of the Alhambra Palace and Sierra Nevada mountains. The house is in the Alhambra overlooking Granada's old Jewish quarter. Owner: Prof. J.P. González-Martín. Tel: 91-545-255-898 or Toronto: Gloria González-Martín 416-682-5915. Full references required.

**LONDON HOUSE, Camden Town, London, England.** Spring summer or accommodation at University of Guelph's London House. Rooms or flats, full housekeeping privileges. Minimum four nights, reasonable rates. This smoke free environment is ideal for solo travellers, travellers. Inquiries: PO Box 4152, University of Guelph, Guelph, ON N1G 2W1. PH: 519-856-4412; Fax: 519-856-4087.

**SOUTH OF FRANCE.** One half hr. from Cannes. Charming old Gauthier House. Renovated, 3 Bedrooms, 2 Pkts. Private Garden, Above Gr. Swimming Pool. Available July 7, for one yr. or more. 1300sqm, full utilities. Contact Mire. Blanchard - La Roque, Chavil, France. Tel: 33-02-73-21-55. **CAPE COD THIS SUMMER:** Rent our college in Wellfleet to enjoy the best beaches, 2 rooms downstairs, studio upstairs, bath, email kitchen, library, sleeps six. It is the wing of a former 19th century house. \$400 per month; \$700 two weeks. R. Wilson, 36 Friar's Way, Connetquot, NY 06828. Tel: 518-248-1100. **OTTAWA JULY TO DECEMBER 1994:** Three storey, four bedroom, furnished

## HONG KONG POLYTECHNIC

### 香港理工學院

#### Head of Educational Development Unit (EDU)

(tenable from September 1994)

The Hong Kong Polytechnic, established in 1972, is a large and dynamic institution of higher education offering over 200 courses in a wide variety of subjects, at levels ranging from Higher Diplomas and Degrees through to Masters and Doctorate Degrees. The number of enrolled students is approximately 26,000 with a full-time equivalent student population of around 13,500. The academic structure consists of 6 Faculties comprising 26 Departments and Units devoted to teaching and research, and a number of interdisciplinary and specialist Centres. It is anticipated that the Polytechnic will become a University during the 1994/95 academic year.

The Educational Development Unit (EDU) will work with academic departments and individual staff on monitoring and improving the quality of educational programmes and their delivery, and student learning outcomes. In addition, it will assist academic staff in the development and enhancement of their knowledge of teaching, assessment and learning, through individual advice, workshops, seminars, and a structured award course in higher education. Other related activities, including educational research and the development of performance indicators will also be undertaken. The Unit has an establishment of 10 professional and 11 support staff to undertake this work.

The Polytechnic wishes to appoint a Head of EDU at either the Professional equivalent or University Senior Lecturer equivalent level, depending on qualification and experience of the successful candidate, to provide dynamic academic and organisational leadership in this new Educational Development Unit.

#### Responsibilities of appointee

The appointee will be responsible for the academic leadership, work programme, professional development, discipline and overall management of the Unit. Within this brief, the appointee should lead the forward planning of the Unit, plan, implement and evaluate its activities and foster professional contacts within Hong Kong and overseas. Given the continuing commitment of the Polytechnic to improving the quality of teaching and learning in the institution, the appointee will be expected to adopt a 'pro active' role in marketing the services of the Unit, working with senior Polytechnic staff, individual departments and within the committee structure to contribute to the institution's quality agenda with regard to educational programmes and their delivery.

#### Qualifications and Experience

Candidates should possess:

- Good academic and professional qualifications including a higher degree and a strong record of research and publications.
- Extensive experience of working in educational development in the context of tertiary education.
- Leadership qualities with experience of managerial responsibility.
- A high level of competence in communicative and interpersonal skills. An ability to communicate in spoken and written English and Chinese would be advantageous.
- Personal qualities necessary to lead and manage a new unit, and in particular to motivate staff and facilitate their professional development.

#### Salary and Conditions of Service

For a successful candidate appointed at Professional equivalent level, the salary will be within a range and not less than HK\$836,580 p.a. For a successful candidate appointed at University Senior Lecturer (USL) equivalent level, the salary scale will be from HK\$586,080 p.a. to HK\$787,320 p.a. (CAD\$1 = HK\$5.65 approximately as of 24 March 1994)

Initial appointments at this level are normally made on a fixed term gratuity-bearing contract, 4 years for Professional equivalent level and 2 years for University Senior Lecturer equivalent level, at the end of which, subject to mutual agreement, a further appointment may be offered. Other benefits include housing, leave, passages (applicable to overseas or professional appointee), medical and dental schemes, and children's education allowance.

#### Applications

Application including curriculum vitae and the names of three referees should be sent to the General Secretariat, Room AG426, Chung Sze Yuen Building, Hong Kong Polytechnic, Hung Hom, Kowloon, Hong Kong before May 30, 1994 (Fax 852 7643374). Further information is available from the same office. Candidature may be obtained by nomination. The Polytechnic reserves the right to make an appointment by invitation or not to fill this post.

## Dean of Social Work

### Wilfrid Laurier University

Wilfrid Laurier University invites applications and nominations for the position of Dean of the Faculty of Social Work.

Wilfrid Laurier provides undergraduate and graduate programs to some 6,000 full-time and 3,000 part-time students. It is organized in five Faculties - Arts and Science, Business and Economics, Music, Social Work, and Graduate Studies. The Faculty of Social Work, which has 17 full-time faculty members and 225 students, offers MSW and DSW degree programs.

Deconal appointments are for five-year periods and are renewable. The appointment of the new Dean will commence as soon as the 1994-1995 academic year as possible.

Candidates should possess an earned doctorate in Social Work, a record of published scholarship, familiarity with social work practice, teaching and administrative experience in a university setting, demonstrated leadership and organizational abilities, and a capacity to work constructively with faculty, staff and students.

Applications and nominations, together with a current curriculum vitae and the names of three referees, should be forwarded to The Landmark Consulting Group Inc., 1455 Lakeshore Road, Suite 206-S, Burlington, Ontario, L7S 2J1. Consideration of applications will begin on June 1, 1994.

The University is committed to employment equity policies and welcomes applications from all qualified women and men. The University offers a smoke-free work environment. Applications and nominations will be treated confidentially.

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ISSUE NUMÉRO	CLASSIFIED ANNONCES CLASSÉES	DISPLAY GRANDES ANNONCES
(1994)	12 p.m. / 12h00	12 p.m. / 12h00
SEPTEMBER SEPTEMBRE	Monday, August 8 lundi, le 8 août	Monday, August 15 lundi, le 15 août
OCTOBER OCTOBRE	Wednesday, September 7 mercredi, le 7 septembre	Wednesday, September 14 mercredi, le 14 septembre
NOVEMBER NOVEMBRE	Friday, October 7 vendredi, le 7 octobre	Friday, October 14 vendredi, le 14 octobre
DECEMBER DÉCEMBRE	Monday, November 7 lundi, le 7 novembre	Monday, November 14 lundi, le 14 novembre
(1995)	12 p.m. / 12h00	12 p.m. / 12h00
JANUARY JANVIER	Monday, December 5 lundi, le 5 décembre	Monday, December 12 lundi, le 12 décembre
FEBRUARY FÉVRIER	Friday, January 6 vendredi, le 6 janvier	Friday, January 13 vendredi, le 13 janvier
MARCH MARS	Tuesday, February 7 mardi, le 7 février	Tuesday, February 14 mardi, le 14 février
APRIL AVRIL	Tuesday, March 7 mardi, le 7 mars	Tuesday, March 14 mardi, le 14 mars
MAY MAI	Thursday, April 6 jeudi, le 6 avril	Thursday, April 13 jeudi, le 13 avril
JUNE JUIN	Monday, May 8 lundi, le 8 mai	Monday, May 15 lundi, le 15 mai

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**THE ATLANTIC ASSOCIATION OF HISTORIANS** is sponsoring a workshop on history and multimedia teaching at the annual meeting in Fredericton, NB, September 30 to October 1, 1994. The registration fee is \$60.00 + tax. For more information contact Kathryn Hilder, Conference Organiser, Harriet Irving Library, PO Box 7500, University of New Brunswick, Fredericton, NB E3B 5H5, Canada. Tel: (506) 845-4742. Fax: (506) 845-5396. E-Mail: Hilder@unb.ca.

**CALL FOR PAPERS:** Technology Studies, a multidisciplinary, international journal presents its first call for papers for the special issue Technology and the Natural Environment. Papers should address environmental issues likely to contribute to an understanding of the proper use of technology, and of its role in society. Deadline: June 1, 1994. Please contact: Anya Richards, Special Issues Editor, Centre for Technology Studies, Faculty of Management, University of Lethbridge, Lethbridge, AB T1K 3M4, e-mail: cmcrx@uclt.uleth.ca; tel: (416) 978-6141; fax: (416) 978-1452. To obtain a complete call for papers and a Style Guide, please contact the TS Editorial office: e-mail: gattiker3@uclt.uleth.ca; tel: (403) 320-8866; fax: (403) 320-2038.

**CONFERENCE: POLICIZING THE CLASSROOM.** This conference will take place in Ottawa from May 26-29, 1994. The theme of the conference is what it means to be a liberally-educated human being. Conference topics include today's policy debates over curriculum reform and the massive public discontent surrounding them. The conference should be of interest to all those who, while concerned about pragmatic issues like test scores, social skills, and students' future employability, also look to education for a sense of moral and intellectual purpose. The Conference fee is \$C\$125. For further information, phone (613) 788-2600, ext. 3371.

**Cultural Management / Organizational Behaviour:** Healthcare Administration; Management in the Public Sector; Environmental Influences and Management. Local Arrangements Office: Ameen Huq, Office of the Auditor General, Alberta Legislature, 1000, 633-6th Avenue S.W., Calgary, Alberta T2P 2Y5; Phone/Fax: (403) 297-6451/5195. Conference fees are \$130 (organizational management) and \$115 (individual sponsor) if paid before 30 April '94, after which date they increase to \$230 and \$215 respectively.

**CALL FOR PAPERS for the Fourth International Conference on Ethics and Economics:** Values Self-Reliance and Sustainability. The Centre of Humanism, University of Cape Breton, Sydney, NS, B1P 6L2, Canada, October 7-9, 1995. Scholarly papers proposed on the theme of the conference on any topic and at all levels of analytical sophistication including those in economics, political philosophy, sociology, philosophy, institutionalism, policy-theoretic areas, scientific/technological and mathematical discourses may be sent to the under-mentioned. Send paper proposals to: Professor Masoud A. Choudhury, Ph.D., The Centre of Humanism, University College of Cape Breton, NS B1P 6L2, Canada. Phone: (902) 539-5300; Fax: (902) 562-0119. Deadline: August 31, 1994.

**NATIONAL MEETINGS:** 1994, June 12-18. Joint Meeting of the Canadian Society of Microbiologists and the Canadian Society of Bacteriology. University of British Columbia, Vancouver, British Columbia, Canada. Contact: Dr. R.E.W. Hancock, Dept. of Microbiology, University of British Columbia, 300-6174 University Boulevard, Vancouver, B.C. T1Z 2T2. Tel: (604) 282-2582; Fax: (604) 282-6938. **THE FIRST INTERNATIONAL SYMPOSIUM ON Qualitative and Quantitative Methods in Health Care Research:** Issues Related to Scientific Rigor, will be held May 26-27, 1994, at the Banff Conference Centre, Banff, Alberta. For more information, contact: Patricia Weston, Associate Dean, Faculty of Nursing, The University of Calgary, 2500 University, Office NW, Calgary, Alberta. Phone: (403) 220-6515; Fax: (403) 284-4803.

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**CONFERENCE:** The Association of Canadian College and University Ombudspersons and The University and College Ombuds Association will be holding a conference at the University of Ottawa, June 12-15, 1994. This conference will be of interest to those contemplating establishing an office and to those individuals experienced in this area of work. For more information fax or write Jim Kennedy at Ombuds Services, Room 511 University Centre, Carleton University, 1125 Colonel By Drive, Ottawa, Ontario, K1S 5B6. Fax: (613) 788-3599 or OMBOUS@CAR-ETON.CA.

**SECOND BIENNIAL INTERNATIONAL CONFERENCE on Advances in Management.** This conference will take place in Calgary at the Marlborough Inn, 17-20th June '94 and will comprise of eight tracks: 1. Organization Theory/Strategy; 2. Management; 3. Management in Developing Countries; 4. Ethics and Values; 5. International and cross

**ANNOUNCEMENT AND CALL FOR PAPERS.** Sponsored by the International Economics Association (IEA) and consisting of 26 federated national economics societies around the world, this specialized conference will be part of the XIII Triennial IEA Congress. This Rehabilitation Economics Conference (August 15-19, 1994) will be devoted entirely to rehabilitation related economic issues. General session topics should be directed to the IEA '94 Secretariat, c/o JPL Multimanager Inc., Toronto, ON, Canada. Tel: (416) 784-3295; Fax: (416) 784-0508.

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Université Sainte-Anne  
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# Librarians' Supplement Supplément des bibliothécaires

1994



## The appointment and review of university chief librarians

Academic status and the CAUT/CACUL guidelines

Dennis Felbel

The CAUT/CACUL Guidelines for the Appointment and Review of University Chief Librarians were first approved by CAUT Council in May 1984. The guidelines are currently under review by the CAUT Librarians' Committee who initiated a survey questionnaire of Canadian academic libraries in 1991/92. The purpose of the survey was to determine the use and effectiveness of the guidelines.

Recommended revisions of the guidelines are scheduled to be considered by CAUT Council in May of this year. Amongst concerns the revisions deal with are ensuring proper librarian representation on the search committee and ensuring contact between librarians not on the search committee and the respective candidates. The review provisions of the guidelines also receive significant attention.

The guidelines, of course, have a broader context than just the hiring of chief librarians, not that that process is an insignificant matter. On the one hand, the guidelines involve librarians in a collegial process which ensures effective participation in the hiring operation by the relevant members of the university community. This culminates in the selection of the most capable individual by the search committee from a given slate of candidates. However, at the same time there develops an expectation by librarians that their chief librarian will in turn provide a collegial environment where all librarians including the rank and file librarian will play a role in the formulation of policy for the institution in which they work. Such collegial involvement results in a healthy work force, one in which participation breeds a feeling of worth and commitment to the organization.

In the not too distant past university libraries were seen as mere support services to the teaching and research functions of the university. As such chief librarians were hired as administrators to administer the support service. With the fuller integration of university libraries into the academic commu-

nity and the acknowledged academic status and role of librarians, it is incumbent upon chief librarians to utilize their staff in a manner consistent with their recently gained academic status.

An area where such utilization can be readily accomplished is in the area of library governance. One method is to encourage active participation of duly elected librarian representatives on Senate and like bodies and to provide an information reporting mechanism for them to report back to their electorate. This legitimizes the librarians' role in the academic affairs of the university. A second is the creation and nurturing of a Library Council based on the faculty council model. In such a forum librarians would have the opportunity to provide input on policy matters which affect the operation of the library as well as the quality of their working hours.

For chief librarians not to utilize librarians in a fashion consistent with their academic status and their own perceived role in the university may have negative repercussions. Librarians may see the continuance of their academic status threatened. This in turn also threatens the health, morale, and visibility of the organization itself.

As its full title suggests, the guidelines also provide a review mechanism for chief librarians. As per the recommended changes going before CAUT Council, the review procedure is to be consistent with an institution's procedure for decanal appointments. The review committee is to be established and to be composed of a membership similar to the original search committee. This review committee is to consider the overall performance of the incumbent. It is at this point that rank and file librarians have the opportunity and the obligation to play a significant role in the direction of the review. Ultimately, the development of their own academic status is at issue.

(Dennis Felbel is Head of the Albert D. Cohen Management Library, University of Manitoba.)

## Issues in Academic Librarianship

The CAUT Librarians' Committee wishes to make more members aware of its activities and issues of concern to academic librarianship in Canadian universities. This first edition of the CAUT Librarians' insert deals with a number of different questions of interest to academic librarians across the country.

The scope of contributions covers various subjects from academic freedom to retrenchment and redundancy; from academic status and recognition to censorship and research. These topics are not exhaustive, nor comprehensive. They raise awareness and consciousness on topics that academic staff have been involved with for some time.

The committee welcomes comments and suggestions on these and other issues.

## Academic status and Canadian academic librarians: How far have we come in twenty years?

Jim Brett

The available literature on an academic status and its role and current place in Canadian university libraries is sparse indeed. As an academic librarian who is interested in the issue of academic status I often find myself revisiting a single CAUT document: the Guidelines on Terms and Conditions of Employment for University Librarians.

The current CAUT Guidelines on Terms and Conditions of Employment for University Librarians has been with us, in one form or another, for about ten years. This was the first Canadian document to propose that librarians are partners with faculty in the scholarly and intellectual processes and pursuits of the university. It further states that, in recognition of this fact, librarians should be given academic status with all the rights and responsibilities that this implies. As such, it is an important document, a keystone, in Canadian academic librarianship. In reviewing this document and considering the question posed in the title of this article, I should say that I now have some good news and some bad news.

Significantly, CAUT can today boast that about 90 per cent of its member institutions accord their librarians academic status. This means that about 1,000 academic librarians can, potentially at least, take advantage of the rights granted by this unique status and can participate in its responsibilities. This is the good news and there are many success stories attributable, in part, to the drive and determination of individual librarians who believe in the merit of this status in terms of the opportunities it can provide. For example, librarians are researching and publishing, taking developmental and educational leaves, participating in library and university governance, and actively participating in librarianship on the provincial, national and international levels. The benefits

accrued, which devolve upon the individual librarian as well as the libraries and institutions in which they are employed, are manifest. These gains must be recognized as a valuable contribution to academic librarianship.

The bad news is that it seems that at a very basic level many academic librarians are still unwilling to fully embrace academic status or recognize its importance to them. Some librarians do not perceive such status as desirable or useful, and so do not take full advantage of its rights, or take seriously its responsibilities. Perhaps these librarians do not accept the notion of a partnership with faculty and cannot see the close relationship between the groups. Personally, I cannot conceive of any librarian working in an academic environment who does not realize the importance of their contribution to the educational objectives, teaching and research goals of their institutions. Their role in the university both complements and parallels that of faculty. Librarians contribute to the scholarly and intellectual functions of the academy in so many ways. We create and maintain databases that allow

access to the knowledge contained in the library's collections. Through teaching and research, librarians add to the basic knowledge base. We instruct students, other library staff, faculty and members of the community in the fundamentals of research and information access, skills that will enhance their careers and lives. We are academics in the same meaning of the term as faculty. This reality must be recognized, not only among like-minded librarians, but all librarians.

To me the bottom line is that we have to progress much further. After almost twenty years, the time has come to accept the obvious and work at being professional academic librarians with all that is implied in those three words. Enough navel-gazing and enough worrying about what librarianship means as a profession. Take what academic librarianship provides and use it to your best advantage, for yourself, your library, your university, and your profession.

(Jim Brett, Library, University of Guelph; former Chair of the CAUT Librarians' Committee, 1991-1993.)

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# Academic librarianship in the technological age

Roma Harris

Given the significance of the much touted "information highway," one might think that those working in the informing business should be assured of a secure future. In the case of libraries and librarianship, however, both the institutions and the practitioners who staff them are becoming increasingly marginalized. As information policy is developed, decisions are being made about issues as profound as who is entitled to own and control access to recorded human knowledge. Librarians are seldom included in these discussions with the result that the public's right of equitable access to information is a perspective rarely considered in the flood of hyperbole about the cyber-space future.

As more information is commodified and as micro-electronic technologies proliferate, not only has the price of materials traditionally purchased by libraries risen sharply, but there is increas-

ing pressure to acquire or buy access to a myriad of other information products. To cope with the strain this places on operating budgets, many library administrators have not only tried to reduce labour costs by reducing the proportion of professional librarians on staff, but introduced user fees, thereby bringing the public sector library into direct competition with vendors and compromising its mission to ensure universal access to information.

Exacerbated by these external pressures, tensions within the field also threaten the future of librarianship. To overcome problems of low wages and lack of control over the workplace, a common status-enhancement strategy in the women's professions is to emphasize only those aspects of work that are recognized by outsiders to be difficult and demanding. Among librarians this is reflected in a tendency to place a high value on "hard" administrative functions such as planning and finance or technical func-

tions that involve automated systems, while devaluing "easy" "housekeeping" activities such as cataloguing or direct service to patrons (especially low status patrons such as students). This less valued work is usually done by women and is often off-loaded to lower status, nonprofessional employees or "outsourced" entirely when finances are tight.

The strategy of seeking status by abandoning the traditions of the profession may very well backfire since professional occupations tend to flounder when they abandon their service ideals or lose control over a base of knowledge. Not only are professional librarians less involved in direct service, but the primary knowledge base of the profession is becoming routinized by technology. The cornerstone of direct service, the library reference desk, is increasingly staffed by nonprofessionals and the approach to service standardized. The professional reference librarians who remain, especially those

employed in academic settings, spend much of their time, not helping patrons to find what they want, but showing them how to use machines.

These trends not only represent a threat to librarianship, but the user-pay systems that inevitably accompany shifts from person-delivered services to those delivered by electronic technologies, endanger the basic underpinnings of society.

Transforming information into a saleable good, available only to those with the ability to pay for it, changes the goal of information access from an egalitarian to a privileged condition. The consequence of this is that the essential underpinning of a democratic order is seriously, if not fatally, damaged.<sup>1</sup>

Furthermore, when information is privately owned its sale can be restricted to those whose interests are compatible with its owners, and its very existence may depend on its commercial value. As the president of one enormous

database company pointed out, there is little point in developing or maintaining databases that don't "earn their keep" and referred to the Humanities as an area for which there is little return on investment.<sup>2</sup>

The technological drain on library resources is fuelled by pressure from the information industry which uses public sector libraries as marketing vehicles for products that, eventually, will be available only to end users who can purchase their own access. Colluding in this are those who want to abandon traditional librarianship in favour of an occupation grounded entirely in the high tech male world of the "virtual library."

(Roma Harris is Acting Dean of the School of Library and Information Science, University of Western Ontario.)

Footnotes

<sup>1</sup> Herbert I. Schiller, Herbert I. (1989), *Culture Inc. The Corporate Takeover of Public Expression*, New York: Oxford Press, p. 75.

<sup>2</sup> Schiller, *Ibid.*

## Academic librarianship: The profession at risk?

Tim Ruggles

What are the effects of budget reductions and vertical cuts on academic librarians? This question can scarcely be dealt with comprehensively in such a brief article. The best that can be accomplished is to make a number of points and highlight some of the issues. While many of the comments made will derive from a particular situation, that at Dalhousie University, it is quite likely these comments will be typical of the experiences of academic librarians in general across the country.

Vertical cuts are one form of budget reduction, a particularly dramatic one. Both vertical cuts and other types of budget reductions often occur simultaneously, as is currently the case at Dalhousie, but each has different effects.

In Nova Scotia the process of vertical cuts is proceeding along two fronts. On the one hand, the government imposed "rationalisation" process is being conducted under theegis of the Nova Scotia Council of Higher Education; on the other, the internal process of program cutting or vertical cuts is occurring within individual institutions. Vertical cuts have a very different psychological and political impact on faculty and staff, not to mention students, than do other types of budget reductions. Vertical cuts tend to create a more divisive atmosphere. Last September when Dalhousie's President Clark publicly stated his preferences for program elimination, there was a mix of reactions ranging from "I'm thankful it's not me!" to "Why me?" The President argued that the program identified by him should be closed for "academic reasons," and he cited what he considered to be the appropriate clause in the collective agreement of the Dalhousie Faculty Association. In the face of other budget reductions proposed in the overall plan, this action had the effect of protecting, temporarily at least, librarian positions, while exposing other library staff to layoffs and terminations. Support staff positions were made even more vul-

nerable because of a Senate resolution which protected library collections from cuts. It takes little imagination to see what tensions would arise between the professional librarians and the support staff of the libraries in such a situation.

In these times of extreme measures, the meanings of the appropriate clauses of collective agreements are being tested to their limits by the various parties involved. In the case of Dalhousie, an arbitration hearing ruled that President Clark had contravened the collective agreement by his actions/statements last September. Nevertheless, the harsh budget realities remain. If, at some future point, the appropriate "financial restraint or exigency" clauses are invoked a new set of dynamics will come into play, the effect of which will be to make faculty (including librarians) on limited-term appointments, non-tenure track appointments and junior faculty more vulnerable to cuts.

Another weapon in the budget reductions arsenal is something referred to at Dalhousie as "complement reduction." This involves reducing the complement in the faculties, including libraries, by attrition to achieve pre-determined targets. The librarian complement at Dalhousie has been reduced significantly in the past and will continue to be reduced in the face of future budget cuts.

One of the most striking effects of complement reductions is the impact on workloads. This is occurring at a time when libraries are being restructured to adapt to increasing automation and electronic services. As print collections of books and journals are cut, other means of providing access to scholarly literature (e.g. electronic document delivery) are rising in importance. There is an increasing demand for new services, such as e-mail reference, library-run gophers and instruction on how to use the Internet. At the same time, traditional services must be maintained.

Loss of library staff, both professional and support, impairs the library's ability to continue to offer

all services at satisfactory levels. Service levels are being further degraded by budget-forced centralization and closure of areas such as technical services, serials and inter-library loan departments. Loss of support staff often means more librarians are having to take duties of a clerical or secretarial nature. Loss of professional librarians means, conversely, that more support staff are called on to perform duties of a "professional" nature. The more the demarcation between professional librarian and support staff becomes blurred, the more difficult it becomes for librarians to either gain or maintain their "academic status," and all implied therein.

At the CAUT librarians' conference held in Halifax in 1992 considerable emphasis was placed on the need for librarians to increase their "professional" responsibilities as the only way for them to attain higher status. In her keynote address, Gwen Creelman argued that in order for librarians to gain "academic status" (i.e. to be on a level commensurate with the teaching faculty), they must achieve what she called the "three R's" — recognition, respect and responsibility.

Dr. John Wilkinson of the University of Toronto stated at the conference that professionalism means achieving an autonomous expertise through innovation and research. Staff shortages and increased workloads, however, lead inevitably to decreased opportunities for research. In the present climate, getting replacements for those on sabbatical and study leaves is extremely difficult, if not impossible at many libraries. This affects smaller units in particular because taking a year's leave imposes considerable hardship on one's colleagues. Furthermore, budget reductions are forcing a re-evaluation of policies relating to sabbaticals and release-time.

Those librarians who do not ascend the administrative ladder, either by choice or because of lack of opportunity due to low turn-over rates, and whose opportunities for research are restricted find that career development becomes much

more difficult. Undoubtedly such a situation will have a negative influence on promotion and tenure.

At the 1992 conference referred to above, Dr. William Birdsall of Dalhousie University argued that the route to enhanced status for academic librarians lies in optimising the quality of their work in such areas as collections development, teaching and providing service rather than research. Arguments already presented show that budget reductions are impairing the ability of academic librarians to further their professional status in these areas as well.

Another area of concern is the so-called "greying of the profession." In this period of great change, an infusion of new, younger blood would be particularly desirable as new ideas and energy have never been more necessary. Yet budget cuts generally mean that new staff are not being hired. Staff reductions and increased workloads lead inexorably to increased stress, burnout and a lowering of morale. Affirmative action programs are also adversely affected because of low turn-over rates. The freezing or rolling-back of salaries result in yet another range of negative effects, from the inability of institutions to attract the highest quality candidates to a diminishing of the pensions of those approaching retirement.

Two R's not mentioned by Gwen Creelman — retrenchment (budget reductions) and restructuring — are currently changing academic librarianship on very fundamental levels. The latter is of course being driven in large part by the former. Without question, academic libraries are facing change of a magnitude and speed never before experienced. What these libraries will look like, and what the nature of academic librarianship will be at the end of this period are open to debate. But there can be no doubt that the future of academic librarianship is being shaped in critical ways by the tough decisions being made today.

(Tim Ruggles, W.K. Kellogg Health Sciences Library, Dalhousie University.)



# State censorship in Canada: How little minds in Canada Customs determine what you can't read

Patrick Grassick

When next you stroll through your university bookstore, you might pause to reflect that the Government of Canada, using entirely legal means, has screened the titles on the shelves to protect you from poisonous encounters with works that degrade women or other groups. It may also have protected you from reading accounts of sex with violence, child sex, incest, bestiality, necrophilia and (gasp!) anal penetration.

Nat a bod thing, you say. Surely if we want to create a culture in which all persons are free from sexual exploitation and degradation, then restricting the sale of smut is

a small price to pay. Well, if the situation were all that simple perhaps one could take smug satisfaction in the manitaring role of Canada Customs which watches over the material we read.

But the situation is not simple and the activities of Canada Customs have led some observers of censorship issues to place Canada in a league with Burma, Turkey, Iran and others. In the *Globe and Mail* (Feb. 12, 1994), Robert Haugh writes that "Canada Customs still labours under the Victorian notion that viewing certain materials can make a person evil, criminal and hairy-palmed. Trotting alongside this moronic conviction is the belief that someone, somewhere must prevent us from

reading this material." In the United States, the National Coalition Against Censorship recently devoted an entire edition of its newsletter *Censorship News* to the explosion of state censorship that has recently occurred in Canada; especially the widely-hailed 1992 Supreme Court decision considered by some as setting a desirable new standard for depictions of sexual relationships.

According to same sources, Canada Customs has seized more than 5,000 books and periodicals since 1986. The biggest seizure totalling over a tonne of materials occurred in May and June of 1993, affecting more than 46 booksellers across the country. Canada Customs seizures have affected all the gay and lesbian bookstores in the country. Last summer, shipments of Marguerite Duras' novella *The Man Sitting in the Corridor*, were seized on their way to Trent University. Bookstores at the University of Manitoba, McMaster University, the University of Victoria, the University of Guelph and the University of Waterloo have also felt the chill hand of government censors.

Authors who have been suppressed have included Rimbaud, Baudelaire, Oscar Wilde and others. Books of Robert Mapplethorpe's pho-

tagraphs have been seized. Even anti-pornographers have suffered the ministrations of the thought police. Andrea Dworkin, the American feminist, anti-pornographer and sometime supporter of the Christian Right had a book stopped at the border — apparently because its graphic discussion of sexual violence sent a Customs agent into a swoon. Ironically too, Canada Customs stopped importation of the *Jay of Gay Sex* to a Toronto gay bookstore even though it was widely available in mainstream bookstores across the country until it went out of print. An edition of *Heathcliff Poisons* was also stopped for "sex with violence" even though the offending issue didn't have any actual sex scenes. But perhaps the most farcical act of repression was the seizure of *Weenie Tans*, a comic which we are not allowed to see because a customs agent judged it to be "degrading to the male penis."

Observers of state censorship note that Canada Customs is casting its net more broadly than used to be the case. Initially, its activities under memorandum D9-1-1 seemed mostly aimed at gay and leftist bookstores. Last year detentions and seizures hit mainstream purveyors just coincidentally following the

filing of a suit by a gay bookstore in Vancouver, whose management alleged that Canada Customs was waging a campaign against homosexuals. Can we be excused if we conclude that they're trying to weasel out of that charge by suppressing everybody?

What can be done? Well, it might be helpful to take censorship out of the hands of Canada Customs. If the freedom to read is to be suppressed then let that action be taken by the state in the full light of day by making its cases in court. At the moment a work can be seized, detained, even destroyed, on the arbitrary whim of Customs employees, and you and I are never the wiser. Such actions can be appealed but the anus in these proceedings is clearly backwards and ordinary citizens are obviously disadvantaged in disputes with Big Brother.

This reform would return us to the prudish '50's when works like *Tropic of Cancer* at least got their day in court before being consigned to the furnace. Is turning back the clock a dangerous idea? Perhaps. But more dangerous than giving some anonymous state apparatchik freedom at the shredder? We doubt it.

(Patrick Grassick, Counselling, University of Calgary.)

## Can we develop better models of library administration?

Dorothy Milne

Most of us work in hierarchical structures which were originally adapted from those used in businesses. These structures are familiar to us all, though they vary from library to library in aspects such as the number of levels of authority, the rigidity of reporting structures, and the levels at which policy development and decision-making occur. In some academic libraries, policies are determined almost entirely by librarians at higher ranks; in others, administrative structures are flatter and teams and task forces develop policies at all levels.

No doubt, the greater the size and complexity of a library the more formal its administrative structure must be, but we need to ask how much of this structure is really necessary. To what extent are current structures contributing to the effective management of our libraries? To what extent are their rigidities impeding the professional development of librarians and hindering the organizational changes and technical developments made necessary by rapid changes in information technology?

Corporations, when faced with the need to adapt to an information-intensive world and rapid technological change, have been dismantling layers of hierarchy and introducing team-based management structures which delegate decision-making to the lowest effective level in the organization. Should we be considering similar changes in academic libraries?

I suggest that we librarians have, as part of our professional responsibilities, a duty to analyze and articulate our needs for involvement in planning and innovation, a duty to assess our needs for consultation with

colleagues, and a duty to demand administrative structures which will meet these needs.

An effective administrative structure would surely include, as one of its components, an active Library Council, i.e. one which meets regularly and permits librarians at all levels to discuss all matters relevant to the functioning of the library. These discussions should have genuine influence on the formulation and implementation of new policies.

If a library has an effective Library Council, it could serve as the forum where changes to administrative structures are proposed and discussed. If we can reach consensus on the structures we need, we may be able to achieve these changes by informal discussions with senior library management.

If that approach fails, changes in administrative structure can be negotiated during collective bargaining in the same manner as other working conditions. Ironically, a move away from hierarchical systems towards the team-based approach currently favoured by the business world would bring academic libraries closer to the collegial system favoured by our colleagues in academic departments. For this reason, librarians could count on receiving considerable support from faculty members when pressing for such changes at the bargaining table.

A national forum for discussing this issue would be helpful, but ultimately the decisions must be made separately for each library. Our options are open, and the avenues for action are clear. Who will be the first among us to take up the challenge?

(Dorothy Milne, Queen Elizabeth II Library, Memorial University.)

## Research tools score in 92/93 SSHRC research grants competition

Mary Williamson

When word seeped out two years ago that the Social Sciences and Humanities Research Council intended to axe its Canadian Studies Research Tools Program, the many librarians like myself who had a track record in the program were horrified. Ten years earlier Canadian Research Tools had been created in response to a stream of recommendations from learned societies, conferences, and scholars. So what had happened? According to SSHRC, the old program had apparently achieved its objectives and in future, research tools proposals would be integrated into the Standard Research Grants competition. Initially the Council pronounced a preference for research tools being treated as a component of a program of research rather than as stand alone research tools. Fortunately this position was modified, in part because librarians were quick to make the point that the policy seemed to be treating librarians as faculty members' research assistants.

How have research tools (and librarians) fared under the new rules? Quite well, it turns out. The Bibliographical Society of Canada, whose members have a vested interest in the grants, wrote to the Council immediately after the results of the 92/93 competition were known requesting figures on success rates for

research tools applications. A reply was received in September 1993, and soon after preliminary statistics broken down by committee were made available, and published in the Society's *Bulletin* for November 1993. SSHRC itself was surprised that stand alone research tools fared better than tools tied to a program of research, with 17 being funded out of a total of 31 applications as opposed to 6 out of 22. Overall in the competition, 39 per cent of applications were funded while the success rate for stand alone research tools was 54.8 per cent, and for research tools within a program of research 27.3 per cent. There is little to complain about with these kinds of results.

When the statistics are analyzed it appears that research tools applications were well received in some committees, such as Classics/Medieval Studies/Religion and Philosophy; Literatures; Library and Information Science; and Inter/Multidisciplinary. However, the numbers of applications were so small in other committees — no applications at all to the Psychology and Administrative Studies/Industrial Relations committees — that it is impossible to draw valid conclusions. Perhaps we will have better information by this summer when the results of the 93/94 competition are known. The 92/93 figures seem to confirm SSHRC's assurance that the

composition of each committee need not include an expert in bibliography. In any case SSHRC assures us that they seek "at least an external appraiser... who listed bibliographic studies as an area of expertise."

Librarians who are unhappy about the fate of their own applications need to consider issues other than whether they were dealing with committee members who misunderstood what research tools are all about. First, do they understand that research grants exist not only to fund valuable research, but also to hire and provide educational opportunities for students? It is true that librarians do not have the same access as faculty members to a pool of potential research assistants. But if we sincerely believe that our library instructional programs are comparable to teaching by faculty members, then we should welcome the chance to educate a new generation of bibliographers who are experts in their disciplines. And finally, there are still questions of quality. Anything that we do that proves the worth of scholarly bibliography, indexing and cataloguing, inevitably heightens the success rate of research tools proposals in our grant programs, and the academic welfare of the librarians who create them.

(Mary Williamson, Fine Arts Bibliographer, Scott Library, York University.)



# Comment on "Academic Freedom is the Inclusive University"<sup>1</sup>

Margot Schenk

For most Canadian librarians, academic freedom is a right, as well as a responsibility, usually defined in their collective agreements, or in their terms and conditions of employment. Academic freedom allows librarians to practice their profession unhindered by those in the community who would restrict or deny free access to information. As academic librarians we also have defended the right of other members of the academy to the protections guaranteed by these principles.

The university library is central when recognizing and meeting the needs of the changing campus. If we are to have educational equity, all avenues of study must be supported; the academy must have access to all information resources. The shape of the library collection, the access to it, and the place of the library in our institutions will be important determining factors when we try to ascertain how far we have come in attaining the goals of academic freedom and the inclusive university. Drokich *et al* make the point that academic freedom is the inclusive university. Academic freedom also shapes the inclusive university library.

In academic libraries "the current characterization of the relationship between academic freedom and the inclusive university as an oppositional one, in the "political correctness" debate" is not on issue, usually. Here the goals of acad-

emic freedom and the inclusive university come together. The library is inclusive when the values and interests of both men and women, persons of diverse cultural and ethnic origins, differently-abled persons, and persons of various sexual orientations are represented. The principles of academic and intellectual freedom are met by providing access to the widest possible expression of ideas. However, even though there is no real debate within the academy about the necessity for intellectual freedom in relation to library collections, our libraries are often more "exclusive" than we think.

In the paper by Drokich *et al*, the barriers to the practice of academic freedom are explored mainly in the context of the classroom. Behavioural freedom is discussed in relation to intellectual freedom. Academics may espouse academic freedom while ignoring the fact that their behaviour "may have a negative impact on those under her or his power".<sup>2</sup> We must also be aware that university library collections face barriers to academic freedom and inclusiveness.

Power may play a role in creating barriers to the inclusive university library, as well as the inclusive university classroom. In the structure of the university, librarians, women and minorities (non-exclusive categories) often are underrepresented at upper decision-making levels. Those with the interest and knowledge to build

inclusive collections are often ignored by administrations concerned with saving money and preserving traditional resources. For example, when journals must be cut, "dispensable" journals may include publications of secondary importance within a given research field, journals that are basic resources for a particular subject but are comparatively little-used, cross-disciplinary journals that may not be of intense interest to any one academic department, and journals that cover subject disciplines that have a lower priority at a particular university. Scholars in less mainstream disciplines, or in academic fields with relatively lower profiles, may face a greater likelihood that their journals will be cut than those in other disciplines. These implications can be of special importance to women, visible minorities, and others who represent non-mainstream interests.

The practice of academic freedom may differ from the perception in the library as it may in the rest of the academy. Books and other materials are selected and purchased based on criteria stated in library collections policies. These policies should reflect the need to incorporate, as widely as possible, all minority and marginal interests and points of view, as well as those on the frontier of knowledge. While supporting the curriculum, librarians try to include materials that may not be currently taught, but which, nevertheless, reflect the intel-

lectual and socio-political developments of a broader society. However, in the current financial crisis, materials are being bought that support the status quo. The collection may be only as inclusive as the current curriculum and the currently supported research. As well, the process of selection at university libraries usually involves a partnership of faculty and librarians. The majority of faculty in Canadian universities is still overwhelmingly male, middle-class and white. Without any intent or design, recommendations for purchase may support mainstream views and issues and may not reflect the widest possible range of social and political issues and philosophies.

Drokich *et al* discuss barriers to the practice of academic freedom as they relate to relationships between persons and to individual actions and speech. The discussion by Drokich *et al* of whether words used in a classroom should "automatically be protected by the concept of academic freedom" and the resounding answer — "no"<sup>4</sup> will resonate with advocates of freedom of speech. The academy will want to enquire into the fundamental differences between the spoken and the written word, in the context of academic freedom and inclusiveness. Freedom to read is a basic tenet of librarianship. Having access to all points of view on issues is the basis of an intellectually free society. Drokich *et al* stress the

power differences between the professor and the student in the classroom. At present, these differences are very real. Academic freedom should provide a climate where there is balance and fairness between professor and student and between majority and minority interests. How we are to achieve the climate that will encourage this balance is an important question.

It seems easier to discuss "books" in relation to academic freedom and inclusiveness than to discuss what a professor may say or do in the classroom. Most academics will agree on the principles of an intellectually free, inclusive library collection. However, here as well, behaviour can be a barrier to inclusiveness. The sensitivity of the academy to the interests of women and minorities can shape our university libraries. The actions of the academy should support library purchases that include many avenues of study and many points of view.

(Margot Schenk, Library, Saint Mary's University; member of the current CAUT Librarians' Committee.)

## Footnotes

<sup>1</sup> Drokich, Janice, Marilyn Taylor, and Jennifer Bankier, *Academic Freedom is the Inclusive University*, CAUT Bulletin Status of Women Supplement, vol. 41, no. 4, April 1994.

<sup>2</sup> Ibid.

<sup>3</sup> Ibid.

<sup>4</sup> Ibid.

## CARL/ABRC and academic librarianship

David McCallum

The Canadian Association of Research Libraries/L'Association de bibliothèques de recherche du Canada was founded in 1976. Its mission is to increase the capacity of individual member libraries to provide effective support and encouragement to advanced study and research at the national, regional and local levels. Membership in CARL/ABRC is institutional, and is open primarily to universities with graduated doctoral candidates in the arts and sciences. All eligible university libraries are members of the Association, as is the National Library of Canada and the Canada Institute for Scientific and Technical Information (CISTI).

By far the most pressing of all issues currently facing CARL/ABRC is in the area of copyright. The Association is lobbying for library exceptions to be included as part of the long awaited second phase of revisions to Canadian copyright legislation, and has been advising the Association of Universities and Colleges of Canada in its negotiations with CANCOPY, the Canadian Reprography Collective. AUCC and CANCOPY are developing a so-called "blanket" license to be used as a model for negotiations between the Collective and individual universities outside of Quebec. Major concerns for universities in these complex negotiations include tariffs (i.e.

the costs to be levied for photocopying and other reproduction of copyright material); what material can actually be copied, and under what circumstances; and how new legislation will affect these arrangements.

In terms of projects, the most extensive to date has been the establishment and operation of the Data Consortium. In 1989, with the assistance of Statistics Canada, CARL/ABRC established a joint purchasing arrangement whereby libraries in universities and colleges belonging to the AUCC shared the cost of purchasing a master copy of the 1986 Canadian Census of Population data files. This initiative, which had grown to include the 1991 Census and three other file sets, has provided an important stimulus to data librarianship in Canada.

Another significant project is the annual collection and publication of the Association's own statistics on staffing and collections in member libraries. CARL/ABRC is also involved in the Canadian Core Library Statistics project being spearheaded by the National Library of Canada. In the area of electronic networking CARL/ABRC is a member of the newly formed CANARIE Incorporated, and all Association member libraries are users of the Internet.

CARL/ABRC is currently in the midst of a wide ranging organiza-

tional review process. The Association has decided that it must make a difference in three areas that are crucial to research libraries as a whole — information policy, resource sharing and scholarly communication — and is developing long-term programs for each. The Association has also agreed to put greater emphasis on collaborating with allied organizations in areas such as lobbying to attain shared goals.

Despite the many challenges that they and all other publicly funded institutions are facing, members of CARL/ABRC share a firm conviction that there is and will remain a vital role for research libraries within universities, both as providers of information services and as partners in the education process itself.

(David McCallum is Executive Director of the Canadian Association of Research Libraries/L'Association de bibliothèques de recherche du Canada.)

## CAUT LIBRARIANS COMMITTEE 1993-94

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